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# 1. PART 1 - STATEMENT OF HEALTH AND SAFETY POLICY

## LEVENS CE SCHOOL

This statement of policy on health and safety at work is made in accordance with section 2(3) of the Health and Safety at Work Etc. Act 1974.

This Statement of Health and Safety Policy is designed to complement Cumbria County Council's Health and Safety Policy Statement and Corporate Procedures and should be read in conjunction with them.

We recognise and accept that the school has a legal and moral duty to provide for the health, safety and wellbeing of all its employees and any other person who may be affected by its activities. We view our health and safety responsibilities as being equally important and complementary to everything else we do and recognise the importance of health and safety objectives in relation to other business and organisational objectives. Health and safety performance is recognised as contributing to school performance generally by helping reduce injury, ill health, unforeseen losses and liabilities and protecting the environment. We are committed to continuous improvement in health and safety performance and will ensure sufficient physical and financial resources are made available to achieve this.

The School identifies health and safety as a primary objective of its activities. To this end, it will endeavour, so far as is reasonably practicable, to conduct its activities without risk to health and safety of its employees and to those who may be affected by its activities. The school will take appropriate steps to:

- safeguard its employees, young persons, pupils, visitors and contractors from injury or ill-health;
- provide and maintain safe and healthy working conditions including a means of access to and egress from places of work under the School's control, which are safe and without risk;
- provide adequate welfare facilities;
- provide sufficient information, instruction, training and supervision to enable employees to avoid hazards and contribute positively to their own safety and health at work and to that of others affected by their acts or omissions and to ensure excellent levels of health and safety are achieved and maintained. Legal compliance in all areas is deemed to be the minimum standard to be attained;
- prevent or contain all forms of loss due to accident, fire or inadequate security.

Suitable risk assessments will be used as a tool throughout the school to ensure that health and safety arrangements are adequate.

Everybody is expected to play a part in health and safety and we recognise that for health and safety management to be successful all parties must be actively involved. People are a key resource and the school recognises the contribution that employees can make to policy implementation. This includes not only employees but also volunteers, contractors, partner organisations and pupils.

To help ensure active involvement of all parties effective communication and consultation arrangements will be established and maintained through Trade Unions where appropriate and through other arrangements such as staff and Governor meetings.

A diagram showing how health and safety is structured in the school is provided within Section 2 (Organisation) of the Health and Safety Policy document.

The Local Authority as employer, has overall responsibility for the school's health and safety performance. The Corporate Health and Safety Team provides professional advice to the school in respect of health, safety and wellbeing matters.

The Governing Body promotes and monitors the execution and effectiveness of this Policy, within the resources made available to them. This is further delegated to the Governors Finance and Property Committee, Premises Committee and Headteacher. The designated Governor for Health and Safety and Welfare is Eileen Mason.

The day-to-day responsibility for all school health, safety and welfare organisation and activity rests with the Head teacher.

Senior Managers, Deputy/Assistant Head teacher(s), Curriculum Coordinators, Clerical Managers/Supervisors, Kitchen Managers and Site Managers/Janitors have a general responsibility for the application of the school's Health and Safety Policy to their own area of work and are directly responsible to the Head teacher for the application of the health, safety and welfare procedures and arrangements. They are responsible for maintaining high standards of health, safety and welfare within their own areas of work/departments consistent with this safety policy statement. Managers and supervisors throughout the school have responsibility not only for their own health and safety but also for that of employees under their control along with non-employees.

The day to day health and safety of pupils in classrooms, and physical education areas is the responsibility of class teachers.

All employees have a duty under the Health and Safety at Work Act 1974 to take reasonable care for the health and safety of him/herself and of other persons who may be affected by their work, and to co-operate with his/her employer as regards any duty or requirement imposed on the employer under the relevant statutory regulations. All employees are expected to cooperate and to contribute towards meeting excellent health and safety performance in the school.

Whilst adopting excellent health and safety standards is viewed positively and contributes to the overall performance of the school, failure to adopt adequate procedures will be taken seriously. Where required, appropriate disciplinary procedures will be implemented.

In order to ensure we are achieving adequate health and safety standards arrangements will be put into place to monitor performance. These will include audit arrangements and monitoring of accident and work related ill health data. Levels of work related accidents and ill health are deemed to be an indicator of management control and, not necessarily, the fault of individuals.

The School will prepare an Action Plan for health and safety improvement which will be regularly reviewed and where necessary will prepare further written documentation to describe the organisation and arrangements for health and safety to address specific risk areas within the school. Wherever possible we will benchmark our performance against available data and seek to achieve continual improvement in performance.

This statement represents a summary of the school health and safety organisation and arrangements. The detailed organisation and arrangements can be found within Parts 2 (Organisation) and Part 3 (Arrangements) of the school Health and Safety Policy document. This statement and our health and safety arrangements will be made freely available to all interested parties.

This policy statement will be reviewed every three years but any major changes to procedures will be reviewed more often to ensure it remains up to date.

Signed: \_\_\_\_\_ (Chair of Governors)      Date: \_\_\_\_\_

Signed: \_\_\_\_\_ (Head teacher)      Date: \_\_\_\_\_

## 2. PART 2 - ORGANISATION AND RESPONSIBILITIES

### 2.1 Management chain for Health & Safety

|                |  |   |
|----------------|--|---|
| LA             | Governing Body   |   |
| <u>Level 1</u> | Head teacher   |   |
| <u>Level 2</u> | Senior Leadership Team<br>Health & Safety Co-ordinator | Site Manager/Cleaner in Charge/Caretaker<br>Kitchen Manager |
| <u>Level 3</u> | Teachers/Non-Teaching Staff                            | Cleaners/Catering Staff/Contractors                         |

### 2.2 How functions are allocated

#### LEVEL 1

- Take day-to-day responsibility for all health and safety matters in the school.
- Liaise with Governors /LA on policy issues.
- Be a member of school building sub-committee and ensure policy is activated.
- Ensure that problems in implementing the health and safety policy are reported to the LA.

#### LEVEL 2

- Review procedures annually.
- Arrange for staff to be informed / trained.
- Check procedures are followed.
- Act on reports from Level 3 within agreed timescale and report problems to Level 1.

#### LEVEL 3

- Check classroom / work area is safe.
- Check equipment used is safe before use.
- Ensure safe procedures are followed.
- Ensure protective equipment is used.
- Report defects to Level 2 or 1.
- Carry out special tasks (e.g. first aid, membership of building sub-committee).

### 2.3 Planning for Health and Safety

The school Health and Safety Management Plan drawn up by the Head Teacher and Governors when necessary, identifies health and safety objectives. Key dates, personnel and costs are identified in order to meet specific objectives. The plan includes issues such as equipment repairs and maintenance, planned Health and Safety training, safety policy reviews, risk assessments and actions required following audits, inspections and accidents.

The Governors (or Premises Committee) will undertake health and safety inspections of the school building and activities on an annual basis. Findings of inspections will be recorded. Any corrective actions required following these inspections will be recommended for either immediate action, or added to the Health and Safety Management Plan.

### 2.4 The Governing Body

The Education Reform Act, 1988 gives Governing Bodies important powers and duties in controlling school budgets and premises and managing schools including health, safety and welfare responsibilities towards employees, pupils and visitors.

In particular, the Governors are responsible for ensuring a Health and Safety Management System is in place within the educational establishment. Such a system will ensure that:

1. a clear written policy statement is created, and that the policy states the organisation and arrangements for implementing both this and the school Policy;

2. they promote and monitor the execution and effectiveness of this Policy, within the resources made available to them, within establishments and operations for which they are responsible;
3. a review of the school's Health and Safety Policy on at least a 3 yearly basis (or more often if the need arises);
4. Head teacher is aware of and implements this Policy and they are aware of their duties and responsibilities under the Health and Safety at Work etc. Act 1974 and its subordinate legislation;
5. specific duties and functions for health, safety and welfare are allocated to individuals who should receive specific, relevant information and training in order to ensure competence;
6. they ensure that all staff within the establishment for which they are responsible are given the opportunity to receive training on health and safety matters as part of a written staff development programme;
7. all premises, plant and equipment at the establishment for which they are responsible are safe and properly maintained;
8. information is displayed throughout the school confirming who has specific duties/functions for health, safety and welfare;
9. everyone is involved in making the Policy work;
10. personnel have sufficient experience, knowledge and training to perform the tasks required of them;
11. they specify who is responsible, and the arrangements for identifying hazards, undertaking risk assessments and implementing appropriate control measures;
12. where resources are required in order to implement specific control measures, priority is given to those hazards presenting the highest risk;
13. everyone has sufficient information about the risks they run and the preventative measures they should take to minimise the risks;
14. there is a visible demonstration of commitment to achieving a high standard of health and safety performance within the School and the development of a positive attitude to health and safety among staff and pupils;
15. health and safety performance is measured by the use of inspections, checks and the recording of accidents;
16. proper documented health and safety objectives are established at each relevant function and level within the establishment and that such objectives are quantified wherever practicable;
17. they consult, in the first instance, with personnel in the Corporate Health and Safety Team OR Kym Allan Health and Safety Consultants Ltd. and those in charge of establishments in resolving any health, safety or welfare problems;
18. they consult with properly appointed Union and non-Union staff representatives on issues relating to their members' health, safety and welfare and communicate with such staff representatives the outcome of any safety audits, inspections and risk assessments which may affect the working conditions and/or practices of staff within the school;
19. they receive and act appropriately upon reports from Head teachers, Children's Services and any other internal or external agencies.

## **2.5 Head teacher**

The day-to-day responsibility for all school health, safety and welfare organisation and activity rests with the Head teacher who will:

1. implement this Policy within the establishments or undertakings for which they are responsible;
2. assist the Governing Body with the production of an internal Policy document stating the organisational and other arrangements for implementing this Policy;
3. ensure that all members of staff have sufficient information, instruction and training to enable them to effectively carry out their duties and responsibilities as required by this Policy, and the provisions of the Health and Safety at Work, etc. Act 1974 and its subordinate legislation;
4. ensure that newly appointed staff (as part of their Induction Programme), temporary staff and young workers receive sufficient information, instruction and training to enable them to effectively carry out their duties and responsibilities as required by this Policy, and the provisions of the Health and Safety at Work etc. Act 1974 and its subordinate legislation. Particular attention should be paid to staff who are contracted to work within an establishment but who are not directly employed by the school e.g. adult education providers, cleaning, catering and learning support staff;
5. be the focal point for reference on health, safety and welfare matters and give advice or indicate sources of advice. Any health and safety problems for which they are unable to provide a solution should be referred in the first instance to the Governing Body and/or the Corporate Health and Safety Team OR Kym Allan Health and Safety Consultants Ltd;
6. co-ordinate the implementation of the Governor's health, safety and welfare procedures in the school;
7. make clear any duties in respect of health and safety that are delegated to members of staff;
8. stop any practices or the use of any plant, tools, equipment, machinery, etc., he/she considers to be unsafe, until satisfied as to their safety;

9. put in place procedures to monitor the health and safety performance of the school;
10. make, or arrange for risk assessments of the premises and working practices to be undertaken, recorded and reviewed on a regular basis, and ensure that he/she is kept informed of accidents and hazardous situations;
11. put into place and actively monitor, risk assessments and resulting procedures relating to the identification and management of work-related ill-health with specific emphasis on the identification and reduction of work-related stress;
12. to receive and respond positively to health and safety problems reported to them by their staff and to generate co-operation from all employees under their direction;
13. ensure that all accidents are reported (in accordance with LA requirements), investigated and any remedial actions required are taken or requested;
14. ensure that procedures and appropriate contacts with external services are established and are in place for all individuals to follow in the case of situations presenting serious and imminent danger e.g. fire, chemical explosion etc;
15. review from time to time:
  - a) the emergency procedures
  - b) the provision of first aid in the school
  - c) the risk assessments
16. review regularly, the dissemination of health and safety information in the school paying particular attention to newly appointed and temporary staff, volunteer helpers, students and other users of the premises;
17. ensure that all equipment used in the school is adequately maintained and inspected in accordance with the "Provision and Use of Work Equipment" guidance and procedures contained in the departmental Health and Safety Advice Note Manual;
18. report to the Governing Body at least annually on the health and safety performance of the school;
19. co-operate with and provide the necessary facilities for properly appointed Trade Union Safety Representatives;
20. consult, as appropriate, with staff on issues relating to their health, safety and welfare, and communicate the outcome of any safety audits, inspections and risk assessments which may affect the working conditions and/or practices of those staff;
21. ensure that contractors on the site for which they are responsible are made aware of this Policy and the establishment's internal Policy and that health and safety matters are formally discussed at any pre-contract site meetings;
22. ensure, as far as is reasonably practicable, that the health, safety and welfare of pupils/students, visitors and members of the public are safeguarded.

## 2.6 School Health & Safety Co-Ordinator

The School Health and Safety Co-ordinator, Head teacher has been trained in health and safety in order to ensure competence. The School Health and Safety Co-ordinator has the following duties:

1. To co-ordinate and manage the annual risk assessment process for the school, including assessments in order to meet the statutory requirements of the Control of Substances Hazardous to Health (COSHH) Regulations (2002) (as amended), the Manual Handling Operations Regulations (1992, as amended), the Personal Protective Equipment at Work Regulations (1992), the Health and Safety (Display Screen Equipment) Regulations (1992) (as amended), the Noise at Work Regulations (2005), the Control of Asbestos Regulations (2012) etc., and to ensure that where control measures are required, requests for funding are fed into the Management System;
2. To identify and manage via the risk assessment process, a whole school approach to work related ill-health, with a particular focus on stress related absence;
3. To ensure the annual general workplace monitoring inspections are carried out;
4. To make provision for the inspection and maintenance of work equipment throughout the school;
5. To ensure adequate records of the above processes are kept on the school premises;
6. To advise the staff on situations or activities which are potentially hazardous to the health, safety and welfare of staff, pupils and visitors;
7. To maintain continuing observations throughout the establishment and make relevant comment to the members of staff, as appropriate, if any unsatisfactory situation is observed;
8. To ensure that staff are adequately instructed in health, safety and welfare matters in connection with their specific work place and the school generally;
9. To ensure that adequate records are kept of specific health, safety and induction training;
10. To ensure that health and safety advice and information received by the school are disseminated in such a way that all appropriate staff have access to such information;
11. Undertaking any other functions devolved to him by the Governing Body.

It is extremely important that co-ordinators are given the required non-contact time in order that they may carry out their duties accordingly.

## **2.7 Teaching/Non-Teaching Staff Holding Posts/Positions of Special Responsibility**

These staff may include Senior Teachers, Curriculum Co-ordinators, Clerical Managers/ Supervisors and Site Managers will:

1. have a general responsibility for the application of the school's Health and Safety Policy to their own area of work and are directly responsible to the Head teacher for the application of the health, safety and welfare procedures and arrangements;
2. establish and maintain safe working procedures including arrangements for ensuring, so far as is reasonably practicable, the absence of risks to health and safety in connection with the use, handling, storage and transport of articles and substances, (e.g. chemicals, boiling water and sharp tools);
3. resolve health, safety and welfare problems members of staff may refer to them, or refer to the Head teacher/Health and Safety Coordinator any problems for which they cannot achieve a satisfactory solution within the resources available to them;
4. carry out regular health and safety risk assessments of the activities for which they are responsible, ensuring that staff involved in such activities are made fully aware of the relevant control measures, and submit reports to the Head teacher/Health and Safety Co-ordinator;
5. in accordance with the school policy carry out risk assessments and monitor outcomes in relation to individual cases of work related ill-health as and when these are brought to the manager's attention or are identified in individual members of staff;
6. carry out regular inspections of their areas of responsibility to ensure that equipment, furniture and activities are safe and record these inspections where required;
7. ensure that all staff under their control are familiar with national and local guidance and Safety Advice Notes, if issued, for their area of work;
8. ensure, so far as is reasonably practicable, the provision of sufficient information, instruction, training and supervision to enable other employees and pupils to avoid hazards and contribute positively to their own health and safety;
9. where appropriate, ensure relevant advice and guidance on health and safety matters is sought either from National Governing Bodies of particular subjects, the Corporate Health and Safety Team OR Kym Allan Health and Safety Consultants Ltd. and Officers of the LA;
10. investigate any accidents that occur within their sphere of responsibility, ensuring that the appropriate recording and reporting procedures are followed;
11. prepare an annual report for the Head teacher on the health and safety performance of his/her area of responsibility.

## **2.8 Special Obligations of Class Teachers**

The health and safety of pupils in classrooms, and physical education areas is the responsibility of class teachers. If for any reason, a teacher considers he/she cannot accept this responsibility, he/she could discuss the matter with the Head teacher/Health and Safety Coordinator before allowing work to take place.

All employees have a duty under the Health and Safety at Work Act 1974 to take reasonable care for the health and safety of him/herself and of other persons who may be affected by their work, and to co-operate with his/her employer as regards any duty or requirement imposed on the employer under the relevant statutory regulations.

Class teachers are expected to:

1. exercise effective supervision of the pupils and to know the emergency procedures in respect of fire, first aid and other emergencies, and to carry them out;
2. follow the particular health and safety measures to be adopted in their own teaching areas as laid down in the relevant National Guidelines or Safety Advice Note, if issued, and to ensure that they are applied;
3. give clear oral and written instructions and warnings to pupils as often as necessary;
4. follow safe working procedures personally;
5. require the use of protective clothing and guards where necessary;
6. make recommendations to their Head teacher/Health and Safety Coordinator on health and safety equipment and on additions or necessary improvements to plant, tools, equipment or machinery;



7. integrate all relevant aspects of safety into the teaching process and, if necessary, give special lessons on health and safety;
8. avoid introducing personal items of equipment (electrical or mechanical) into the school without prior authorisation;
9. report all accidents, defects and dangerous occurrences to their Head teacher or Line Manager;
10. report any situations which are causing or are likely to cause work related ill-health (e.g. stress) and work with Senior Managers to bring about a successful resolution to issues raised.

## **2.9 School Health and Safety Representatives**

The Governing Body and Head teacher recognise the role of Health and Safety Representatives appointed by a recognised trade union or by staff. Health and Safety Representatives will be allowed reasonable opportunities to investigate accidents and potential hazards, pursue employee complaints and carry out school inspections within directed time. They are also entitled to certain information, for example, about accidents, and to paid time off to train for and carry out their health and safety functions. They are not part of the management structure (unless officially invited to be so) and are not carrying out the duties on behalf of the Head teacher or Governing Body.

## **2.10 Obligations of All Employees**

Notwithstanding any specific duties that may have been delegated to them, all employees must:

1. make themselves familiar with the contents of this Policy;
2. keep up-to-date with all current safety requirements and/or safety advice that affects their particular area of work, and seek competent advice if required;
3. comply with any control measures put in place as a result of Risk Assessments carried out within the educational establishment;
4. act in the course of their employment with due care for the health, safety and welfare of themselves, other employees and other persons;
5. observe all instructions on health and safety issued by the LA, School or any other person delegated to be responsible for a relevant aspect of health and safety;
6. take heed of any instruction and/or training received on the use of equipment, machinery, dangerous substance or safety device;
7. use and maintain correctly, in accordance with any instruction and/or training received, all personal protective equipment issued;
8. report every accident, injury and, where appropriate, near miss using the agreed procedures and the appropriate documentation;
9. co-operate with other persons to enable them to carry out their health and safety responsibilities and/or statutory duties;
10. inform their Line Manager of any shortcomings they consider to be in the School's health and safety arrangements;
11. exercise good standards of housekeeping and cleanliness;
12. know and apply the procedures in respect of fire, first aid and other emergencies;
13. co-operate with the appointed Trade Union Health and Safety Representative and the Enforcement Officers of the Health and Safety Executive.

All employees who authorise work to be undertaken or authorise the purchase of equipment will ensure that the health and safety implications of such work or purchase are considered.

Employees entrusted with responsibilities for specific aspects of health, safety and welfare must satisfy themselves that those responsibilities, as appropriate, are reassigned in their absence. Such re-assignments must be approved by the employee's immediate superior.

Failure to exercise reasonable care for the safety of oneself, fellow employees or members of the public; to co-operate with the Department on health and safety matters; or the misuse of safety equipment provided may justify disciplinary action being taken against the employee concerned.

## **2.11 Pupils**

Pupils, in accordance with their age and aptitude, are expected to:

1. exercise personal responsibility for the health and safety of themselves and others;

2. observe standards of dress consistent with safety and/or hygiene;
3. observe all the health and safety rules of the school and in particular the instructions of staff given in an emergency;
4. use and not wilfully misuse, neglect or interfere with things provided for his/her health and safety.

## 2.12 Contractors, Visitors and Other Users of the Premises

Contractors, visitors and other users of the premises should be required to observe the health, safety and welfare rules of the school. In particular, parents and other volunteers helping out in school, including those associated in self-help schemes should be made aware of the health and safety policy applicable to them by the teacher to whom they are assigned.

Where the school buildings are let/rented out to other users, those users should be informed of, and familiarise themselves with, emergency evacuation and accident reporting procedures.

## 2.13 Health and Safety Assistance

Without detracting from the primary responsibility of the LA, governors and staff for ensuring safe conditions of work, and in compliance with the Management of Health and Safety at Work Regulations 1999, the School will provide or secure, competent assistance in applying the provisions of health and safety law where it is necessary to assist management in that task.

The Corporate Health and Safety Team, Safer and Stronger Communities **AND** Kym Allan Health and Safety Consultants Ltd. will be available to provide such competent assistance.

### Corporate H&S Team:

| Corporate Health and Safety Team<br>Carlisle East Community Fire Station<br>Eastern Way<br>Carlisle<br>Cumbria<br>CA1 3RA   |   |                |
|---|---|----------------|
|   | General Office Tel No.  | 01228 22 7169  |
|   | Fax No.   | 01228 22 6291  |
| Name  | Title   | Contact Number |
| Julian Stainton   | Senior Health, Safety & Wellbeing Manager   | 07500 227793   |
| Matthew Ellis   | Outdoor Learning & Education Visits Advisor   | 07971 446229   |
| Sharon McCubbin   | Health, Safety and Wellbeing Manager – Lead Advisor for Children’s Services and Schools | 07825 340570   |
| Joy Telford   | Health, Safety and Wellbeing Manager – Lead Advisor Adult and Local Services            | 07800 627901   |
| Judith Chandler   | Health, Safety and Wellbeing Advisor  | 07825 340472   |
| Stephen Clarke  | Health, Safety and Wellbeing Advisor  | 07876 257506   |
| Gillian Huntington  | Health, Safety and Wellbeing Advisor  | 07976 288014   |
| Judy Hutchinson   | Assistant Health, Safety and Wellbeing Advisor  | 07825 340473   |
| Trevor Delap  | HSE Manager – Construction and Fire   | 07787 888745   |
| Melanie Dowdell   | Construction HSE Advisor  | 07824 473128   |
| Ian Skillen   | Fire Safety Advisor   | 07500 577008   |
| Lynette Hamilton  | Health and Safety Administrator   | 01228 221616   |
| Becky Jefferson   | Health and Safety Administrative Assistant  | 01228 221617   |
| Rachael Gillgrass   | Health and Safety Administrative Assistant  | 01228 221653   |
| Emails: <a href="mailto:name.surname@cumbria.gov.uk">name.surname@cumbria.gov.uk</a> OR <a href="mailto:healthandsafety@cumbria.gov.uk">healthandsafety@cumbria.gov.uk</a><br>Out of Hours Emergency Pager: 07699 113300 (ask for pager no. 786440) |   |                |

## Kym Allan Health and Safety Consultants Ltd. (KAHSC):

| <b>Kym Allan Health &amp; Safety Consultants Ltd.</b> |   | <b>Tel:</b> 01228 210152                      |              |  |
|---|---|---|--------------|--|
| 3-4 Citadel Row                                       |   |   |              |  |
| Carlisle  |   | <b>Fax:</b> 01228 210153                      |              |  |
| Cumbria   |   |   |              |  |
| CA3 8SQ   |   | <b>Out of Hours Emergencies:</b> 07663 707276 |              |  |
| Name  | Title                                       | Tel No.                                       | Mobile       | Email  |
| <b>Kym Allan</b>                                      | Director                                    | 01228 210152                                  | 07909 484449 | <a href="mailto:kym@kymallanhsc.co.uk">kym@kymallanhsc.co.uk</a>                       |
| <b>Helen Blamire</b>                                  | Safeguarding, Health & Safety Adviser       | 01228 210152                                  | 07949 604266 | <a href="mailto:helen.blamire@kymallanhsc.co.uk">helen.blamire@kymallanhsc.co.uk</a>   |
| <b>Penny Gosling</b>                                  | Safeguarding, Health & Safety Adviser       | 01228 210152                                  | 07717 887543 | <a href="mailto:penny.gosling@kymallanhsc.co.uk">penny.gosling@kymallanhsc.co.uk</a>   |
| <b>Julie Smithson</b>                                 | Safeguarding, Health & Safety Administrator | 01228 210152                                  | 07725 335977 | <a href="mailto:julie.smithson@kymallanhsc.co.uk">julie.smithson@kymallanhsc.co.uk</a> |
| <b>Barbara Ross</b>                                   | Health & Safety (Property) Adviser          | 01228 210152                                  | 07710 982606 | <a href="mailto:barbara.ross@kymallanhsc.co.uk">barbara.ross@kymallanhsc.co.uk</a>     |

### 2.14 Further Assistance and guidance can be sought from:

#### **Cumbria and Lancashire Public Health England Centre (PHE)**

1st Floor  
York House,  
Ackhurst Business Park  
Foxhole Road  
Chorley  
PR7 1NY  
Tel: 0344 225 0602 Fax: 01257 246451

*To contact a public health doctor in an emergency out of hours; in the evenings, at weekends or during bank holidays, call: 01257 261222.*

#### **Health and Safety Executive HSE & EMAS (Employment Medical Advisory Service)**

Redgrave Court  
Merton Road  
Bootle  
Merseyside  
L20 7HS  
Tel: 0151 951 4000

#### **Environment Agency Headquarters**

Cockermouth  
Freephone 800 80 70 60

### 2.15 Those with Specific Health & Safety Responsibilities in School

- The Health and Safety Co-ordinator is Head teacher.
- The Health and Safety Governor is Eileen Mason.
- The person responsible for identifying training needs and arranging for all necessary training is Head teacher.
- The Governing Body (or committee) will undertake health and safety inspections within school on an annual basis.
- The person(s) responsible for undertaking accident investigations is Head teacher.

- The person(s) responsible for ensuring that all volunteers who may have significant unsupervised access to pupils are suitably Police Checked is the member of staff arranging the voluntary period in school in consultation with Debbie Coker and Head teacher.
- The person responsible for maintaining the Ladder Register is Head teacher.
- Paediatric First Aiders are Matt Foxwell, Louise Addy, Eileen Mason, Julie Craggs, Emma Cattermole.
- Head teacher is responsible for ensuring first aid boxes remain stocked.
- Michael Medcalf is responsible for testing/checking the fire alarm/emergency lighting/fire extinguishers etc. and maintaining the Fire Log Book.
- The Responsible Person for Fire Safety is Head teacher.
- The Fire Safety Manager (person in charge in an emergency) is Head teacher in his/her absence this is Debbie Coker.
- Fire Warden is Head teacher.
- Person Responsible for maintaining defect report book and ensuring defects are repaired, replaced removed etc. is Michael Medcalf.
- The person(s) responsible for undertaking Risk and COSHH Assessments is Head teacher although all staff should be involved in this process.
- Person responsible for arranging all necessary equipment/services repairs, maintenance and routine servicing is Debbie Coker.
- The nominated Educational Visits Co-ordinator is Head teacher.
- Person responsible for regularly checking PE and outdoor play equipment is Head teacher.
- Person responsible for Security and checking of external lighting is Michael Medcalf.

## **2.16 Other Related Policies**

This policy should be read in conjunction with other related school policies and procedures including:

- Child Protection Policy
- Single Central Record
- E-Safety/Acceptable Internet Use Policy
- Whole School Behaviour Policy including procedures for preventing and dealing with Bullying and Racism etc.
- Positive Handling, Support and Physical Intervention Procedures
- Sex and Relations Education Policy
- Single Equality Information/Objectives
- Guidance on the Use of Photographic Images
- School Drug Policy
- Supporting Pupils at School with Medical Conditions Policy and Procedures
- Educational Visits Procedures (including procedures for assessing risks)
- Attendance Arrangements
- Data Protection Policy
- Special Educational Needs Policy
- Risk Assessments (inc. Fire Safety)
- Premises Management including Security Measures (Formal Inspections and Buildings Register)
- Accessibility Plan
- Home School Agreement
- Lettings Arrangements
- Crisis Management Plan

## **3. PART 3 - ARRANGEMENTS/PROCEDURES**

### **3.1 Consultation and Communication with Employees**

#### **References**

Safety Representatives and Safety Committee Regulations 1977  
Health and Safety (Consultation with Employees) Regulations 1996  
Safety Signs and Signals Regulations 1996  
Management of Health and Safety at Work Regulations 1999  
Safety Advice Note (G)29  
CCC Safety Procedures 1 & 3

## **Procedures**

### **Information/Advice**

Information and/or advice on matters relating to the health, safety and welfare of employees will be circulated via staff meetings unless it is of immediate importance to any individual employee or group of employees.

Individual employees may make representation to any member of the Senior Leadership Team on any issue concerning hazards and risks to their or anyone else's health, safety or welfare.

### **Health and Safety Policy Document**

The Health and Safety Policy document will be circulated to all staff. Staff will then be required to signify that they have read and understood the Policy and in particular the arrangements for ensuring that the detail of the general Policy statement is met.

Additions and alterations to the Policy, which is a working document, will be forwarded to staff via their Line Manager. Any issues or concerns can be raised at that time, either with the Head teacher.

### **Risk Assessment**

See Section 3.2 on 'Risk Assessments'.

### **Consultation with recognised Union and Non-Union Health and Safety Representatives**

The School will recognise, co-operate and consult with any Trade Union or Non Trade Union established Health and Safety Committee and properly appointed Health and Safety Representative, to enable them to fulfil their statutory functions. At the present time, the School does not have an appointed Health and Safety Representative.

### **Safety Signs & Notices**

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

Appropriate signs will be displayed and will be easy to follow; The Health and Safety Law poster is displayed in the staff room.

### **Co-Ordination**

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

## **3.2 Risk Assessments**

### **References**

Health and Safety at Work etc. Act 1974  
Management of Health and Safety at Work Regulations 1999  
The Control of Asbestos Regulations 2012  
The Control of Substances Hazardous to Health Regulations 2002 (as amended)  
The Health and Safety (Display Screen Equipment) Regulations 1992 (as amended 2002)  
The Manual Handling Operations Regulations 1992 (as amended 2002)  
The Control of Noise at Work Regulations 2005  
The Personal Protective Equipment at Work Regulations 1992  
The Work at Height Regulations 2005  
The Provision and Use of Work Equipment Regulations 1998  
The Regulatory Reform (Fire Safety) Order 2005  
SAN(G)9  
SAN(G)13  
SAN(G)19  
SAN(G)24  
KAHSC General Safety Series G25 – Provision and Use of Work Equipment  
KAHSC General Safety Series G28 – Control of Substances Hazardous to Health

KAHSC General Safety Series G32 - Noise  
KAHSC General Safety Series G35 – Fire Safety Management  
KAHSC General Safety Series G37 – Personal Protective Equipment  
CCC Safety Procedures 15, 15a, 15b

### Procedures

The Health and Safety at Work Act, 1974 places the following duty on employers:

- *“to ensure, so far as is reasonably practicable, the health, safety and welfare of all employees whilst at work”, and;*
- *“to ensure, so far as is reasonably practicable, that persons not in his employment who may be affected by his/her work, are not exposed to risks to their health or safety”.*

In order to comply with this duty, Levens CE School will assess the risks our employees and others are exposed to by their work activities. The requirement is not new, but has been implied in legislation since 1974.

More recently, the duty to undertake risk assessments was made explicit in Regulation 3 of the Management of Health and Safety at Work Regulations 1999. This regulation requires that:

*“Every employer shall make a suitable and sufficient assessment of:*

- *the risks to the health and safety of his employees to which they are exposed whilst they are at work; and*
- *the risks to the health and safety of persons not in his employment arising out of, or in connection with, the conduct by him of his undertaking” e.g. pupils, parents, visitors, contractors, trespassers etc.*

The Management Regulations therefore require a general risk assessment of all risks in the workplace. They require us to look at all hazards and assess them accordingly.

### Other Relevant Legislation

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

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

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

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

### What is a Risk Assessment?

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

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

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

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

**Hazard:** Something/anything with the potential cause harm to persons or property. For example, slippery floors, working with ladders, wood dust, or even individuals e.g. pupils with behavioural problems

**Risk:** The chances or likelihood of the harm occurring coupled with the potential severity of the injury or illness. For example, someone slips on the floor, falls from the ladder, breathes in fine wood dust, is injured by the individual pupil or the pupil injures themselves. Take specific care to identify those who may be particularly at risk from a hazard, i.e. asthmatics, those with existing back injuries, employees of childbearing age etc. Risk also takes into account the potential severity of the injury i.e. there may be a low probability of someone falling from a ladder but if they do the injuries could be extremely severe.

**Control Measure** What is done prevent the harm occurring, e.g. replacing a slippery floor with slip-resistant flooring, training the user in ladder safety, introducing dust extraction or supplying dust masks, training staff in Team Teach, diffusion techniques and other calming/reasoning strategies.

### ***Step 1 – Identify the Hazards***

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

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

### ***Step 2 – Identify who might be harmed and how***

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

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

### ***Step 3 - Evaluate the risks and decide on precautions***

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

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

### ***Step 4 – Record and Implement the Findings.***

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

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

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

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

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

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

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

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

- Lesson observations
- 1-2-1 / appraisal
- Staff meetings
- Inspection / audit by governors

Risk assessments relating to known hazards within the School will be conducted annually (or as matters arise). Generic Primary School Risk Assessments for many day to day site, admin and curricular activities are available to download from the School Portal and school server. These will be adapted and personalised to reflect the actual activities within school.

Additional risk assessments may be required for other specialist activities or areas where there is risk in school, and again, these will be conducted when necessary and reviewed at least annually. Again model and pro-forma risk assessments are available to download from the School Portal and school server.

Although the Head teacher will be responsible for coordinating the completion of risk assessments, all staff within school will be involved in the risk assessment process. Risk assessments, which are working documents, are available for all staff to view and are held centrally in on the 'O' drive of the school server. Risk assessments will be reviewed when there are significant changes i.e. the work activity changes, following an accident etc., whichever is the soonest. Staff are made aware of any changes to risk assessments relating to their work through staff meetings or specific email.

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

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

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

### **3.3 Defect Identification and Reporting**

#### **References**

Workplace (Health, Safety and Welfare) Regulations 1992  
Management of Health and Safety at Work Regulations 1999  
Compliance Monitoring in Council Buildings  
CCC Safety Procedures No. 11

#### **Procedures**

The Defect Book is held in the Reprographics room.

If you identify a hazard such as defects to equipment, furniture and minor defects to doors, floors, walls etc. or an unsafe system of work you should report it in the first instance to Michael Medcalf or the Health and Safety Coordinator Head teacher.

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

Head teacher is responsible for ensuring that action is taken to rectify any reported defect without delay. This is of particular importance where the defect concerned may cause personal injury or pollution of some kind. No



defective electrical appliance or lead, and no defective mechanical device or tool that may give rise to danger may be used.

Where funds are readily available to fund the cost of repair or replacement then the responsibility for arranging this will be dealt with by Debbie Coker / Head teacher.

Where funds are not immediately available, the defective the equipment or work area in question will be taken out of service and this will be added to the Annual Health and Safety Management/School Development Plan for action when funds become available. This will also become an agenda item at the next Governors / Premises Committee Meeting.

### **3.4 Recording, Reporting and Investigating of Adverse Events (Accidents and Incidents)**

#### **References:**

Reporting of Injuries, Diseases and Dangerous Occurrences Regulations, 2013  
HSG245. Investigating accidents and incidents:  
INDG453(Rev1)  
EDIS1. Incident reporting in schools  
Health and Safety (First Aid) Regulations 1981  
HSC ACOP 42 First Aid at Work  
DfE Statutory Framework for Early Years Foundation Stage -2014  
The Childcare Register (General Childcare Register) Regulations 2008  
Safety Advice Note (G)03  
KAHSC General Safety Series G01 – Managing Violence in Schools  
CCC Safety Procedures No. 6

#### **Procedures**

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

#### **RECORDING AND REPORTING**

##### **a) Accidents Involving Pupils**

As soon as possible after an incident, the details should be reported to the school's nominated person (Head teacher / Health and Safety Coordinator).

Minor incidents to pupils, i.e. those resulting in no / insignificant injury **AND** having no potential for more significant injury. e.g. Playground collision requiring no or only nominal first aid treatment etc. will be recorded in the Pupil Accident Book/log sheets held in filing cabinet in Headteacher's office.

Where the following criteria is fulfilled:

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

The new CCC Accident/Incident Reporting Form should be completed by a Manager not the injured person (electronically or by hand) and a copy forwarded to the Corporate Health and Safety Team by email: ([healthandsafety@cumbria.gov.uk](mailto:healthandsafety@cumbria.gov.uk)), Fax (01228 226291) or 1<sup>st</sup> Class Post (Corporate Health & Safety Team, Carlisle East Community Fire Station, Eastern Way, Durranshill, Carlisle, CA1 3RA), as quickly as possible (usually within 7 days) for upload to their central database (ICASS).

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

Injuries to members of the public, including pupils where they are taken from the scene of an accident to hospital for treatment **and** the accident arose in connection with 'work activities' are reportable under RIDDOR. In these instances, a telephone report must be made **immediately** to the Corporate Health and Safety Team Tel: 01228 227169 (or as soon as possible if outside of normal office hours). *The essential test here is whether the accident was caused by factors such as the condition, design or maintenance of the premises or equipment (e.g. slippery flooring, poorly maintained play equipment, trailing cable etc.) or as a result of inadequate arrangements for supervision of an activity (e.g. inadequate supervisory levels on a field trip).*

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

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

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

The Corporate Health and Safety Team will notify the HSE on school's behalf of any incidents that are reportable under RIDDOR. It is important therefore that the Corporate Health and Safety Team be contacted direct by telephone as soon as possible (Tel: 01228 221616). The new CCC Accident/Incident Reporting Form should then be forwarded to the Corporate Health and Safety Team within 7 days of the accident.

Parents will be informed about all but minor injuries/accidents to children and of any first aid given. Staff should use their professional judgement when reporting to parents in the cases of minor injuries. **EYFS ONLY:** In line with the Statutory Framework for Early Years and Foundation Stage, we will inform parents of any accidents or injuries sustained by any EYFS children whilst in our care and of any first aid treatment that was given.

'Bump Head letters' are sent home with pupils following any accident involving head injuries and children issued with a clearly visible Bump Head sticker.

Violent incidents between pupils will be dealt with in accordance with the Whole School Behaviour Policy and do not need to be reported to The Corporate Health and Safety Team unless serious in nature i.e. severity of injury, police involvement etc. although we can record them using the new CCC Accident/Incident Reporting Form for statistical purposes and to analyse patterns or trends.

#### **EYFS ONLY – Reporting to Ofsted and Local Child Protection Agencies**

Refer to relevant section below for details.

#### **b) Accidents Involving Employees**

The Official Social Security Accident Book (BI 510) which is compliant with the Data Protection Act must be completed for all incidents/accidents involving employees. The entry in the accident book can be made either by the injured person or by their line manager. The Official Accident Book is held in filing cabinet, Headteacher's office. After each entry is made, the page should be torn out, passed to Debbie Coker / Head teacher a copy given to the injured person and the original filed in a secure and confidential location in line with the Data Protection Act with a further copy given to the injured person.

For accidents/incidents involving employees the new CCC Accident/Incident Reporting Form Aug 2014 should be completed (electronically or by hand) and a copy forwarded to the Corporate Health and Safety Team as for pupils as quickly as possible (usually within 7 days) for upload to their central database (ICASS). The person who has sustained the injury must NOT complete the Accident/Incident form. The form must be completed by the Line Manager.

Under RIDDOR, any accidents to staff which result in:

- Fatality
- Specified Injuries
- Over seven-day absence

- Reportable occupational diseases

are reportable to the HSE. The responsibility for reporting such incidents is delegated to the Head teacher via the Corporate Health and Safety Team as procedures above for pupils. The Corporate Health and Safety Team will notify the HSE on school's behalf of any incidents that are RIDDOR reportable.

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

**c) Accidents Involving Contractors and the Self-Employed**

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

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

If a **self-employed contractor** is working in school premises and they suffer a specified injury, or an over-seven-day injury, the person in control of the premises will be the responsible person and as such, the information should be recorded on the new CCC Accident/Incident Form Aug 2014 and a copy forwarded to the Corporate Health and Safety Team for onward reporting to the HSE.

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

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

For all accidents/incidents involving members of the public/volunteers, the new CCC Accident/Incident Form Aug 2014 should be completed and a copy forwarded to the Corporate Health and Safety Team.

Injuries to members of the public or volunteers where they are taken from the scene of an accident to hospital for treatment **and** the accident arose in connection with 'work activities' are reportable to the HSE under RIDDOR. In these instances, a telephone report must be made **immediately** to the Corporate Health and Safety Team Tel: 01228 221616 (or as soon as possible if outside of normal office hours).

The responsibility for reporting such incidents is delegated to the Head teacher via the Corporate Health and Safety Team who will notify the HSE on school's behalf of any incidents that are reportable under RIDDOR.

**e) Violent Incidents**

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

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

Physical or verbal violence to staff will be reported to the Corporate Health and Safety Team using the new CCC Accident/Incident Reporting Form Aug 2014.

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

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

**f) Near Misses**

It is important to record near misses when/if the information becomes available. Staff and students should report near misses since, theoretically, such incidents could, in the future, result in a major injury if appropriate control measures are not introduced to prevent a more serious incident occurring. The new CCC yellow Near Miss Report Form, kept with Accident Book should be used for this purpose. A copy should be forwarded to the Corporate Health and Safety Team as it would be for Accidents.

**g) Dangerous Occurrences**

An incident with the potential to cause injury to a person and/or damage to equipment, property and premises which must be reported to the HSE. This includes situations such as the accidental release of substances which may damage the health of any person (e.g. Asbestos) and electrical short circuits or overload causing fire or explosion. Details can be found in Safety Advice Note (G)03. For any dangerous occurrences the new CCC Accident/Incident Reporting Form Aug 2014 should be completed and a copy forwarded to the Corporate Health and Safety Team within 7 days.

The responsibility for reporting dangerous occurrences is delegated to the Head teacher via the Corporate Health and Safety Team who will notify the HSE on school's behalf of any incidents that are reportable under RIDDOR.

**h) Occupational Ill-Health and Notifiable Diseases**

Where an employee considers the ill-health to be work related, or if this is confirmed by an Occupational Health Specialist or other professional medical practitioner, the new CCC Accident/Incident Reporting Form Aug 2014 should be completed and a copy forwarded to the Corporate Health and Safety Team within 7 days.

Where the work related ill health results in a Notifiable Occupational Disease (refer to Safety Advice Note (G)03), these incidents will be reportable to the HSE. As previous, the Corporate Health and Safety Team will be responsible for reporting all notifiable diseases to the HSE on our behalf.

**REPORTING TO OFSTED AND LOCAL CHILD PROTECTION AGENCIES**

As Levens CE School is on the Early Years Register we will notify Ofsted and our local Child Protection Agency of any serious accidents, injuries or deaths which occur in relation to the childcare we provide. Notification will be made as soon as we reasonably can, and in all cases, within 14 days of the incident. The quickest and easiest way to notify Ofsted is to telephone them on 0300 123 1231.

**ACCIDENT INVESTIGATION**

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

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

Depending on the seriousness of the event it may be necessary to contact the Health and Safety Team on 01228 221616. Outside office hours a pager system is in operation and the answerphone will give details of the out of hours emergency contact details.

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

Any investigation that takes place should be in proportion to the event that has occurred, involving the workforce and management, as appropriate. It should capture the circumstances surrounding the accident or incident which should be recorded immediately. Appendix 1 in Safety Advice Note SAN(G)03 gives guidance on allocating the appropriate level of investigation. These are categorised as Minimal, Low, Medium and High Level. The level determines the extent and involvement of various parties in the investigation process.

The majority of adverse events that are likely to occur will fall into Minimal or Low Level requiring minimal investigation with the outcomes noted on the internal accident/incident or near miss reporting form/appropriate section of the LA's ICASS database.

An adverse event that falls into the Medium or High investigation level will generally be supported by the Corporate Health and Safety Team and advice should be sought for assistance where required. The CCC Adverse Event Report and Investigation Form (found in CCC Safety Procedures No. 6 should be used in these circumstances).

### **ADVERSE EVENT DATA ANALYSIS**

The Corporate Health & Safety Team provide a template Accident and Incident Analysis data form for schools to populate with local data which can be presented to governing bodies as a termly or annual report. This is available to download from the school portal. The team itself utilise the Local Authorities ICASS database to produce statistical analysis and graphical presentation of adverse event data. This data is available and provided for various reports and safety forums throughout the authority. Schools can contact the Team to request statistical reports for accident data they have submitted.

Data can be used to benchmark performance over time, within each school setting.

The HSE guide [HSG 245](#) 'Investigating Accidents and incidents' provides further details of a systematic approach to accident investigation as does Safety Advice Note SAN(G)03 and CCC Safety Procedure No. 6 on the portal.

### **RETENTION OF DOCUMENTS**

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

In line with the Information and Records Management Society (IRMS) [Records Management Toolkit for Schools](#), the official accident book pages should be kept for 7 years from the date of the incident. Each page will be removed from the Accident Book and kept in a secure place. A copy may be taken for the individual's personal file. Therefore we will retain accident records (in any format) for a minimum of 7 years. These documents will be clearly marked and stored in such a way to prevent accidental use or loss.

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

#### **b) Pupils**

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

All documents will be archived accordingly and stored in the filing cabinet in Headteacher's office. After the minimum record retention period has passed, we will destroy / delete the records concerned in line with the IRMS Records Management Toolkit for Schools.

## **3.5 First Aid**

### **References**

H&S (First Aid) Regulations 1981  
HSC ACOP 42 First Aid at Work  
Safety Advice Note (G)02  
Safety Advice Note (G)03  
Safety Advice Note (M)01  
KAHSC General Safety Series G02  
KAHSC Medical Safety Series M01 – Supporting Pupils at School with Medical Conditions  
DfE Statutory Framework for Early Years Foundation Stage -2014  
H&S (First Aid) Regulations 1981  
HSC ACOP 42 First Aid at Work

### **Procedures**

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

### **FIRST AID PROVISION:**

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

#### **First Aiders**

At Levens CE School we have 7 Qualified First Aiders.

- Louise Addy
- Head teacher
- Eileen Mason
- Debbie Coker
- Rachael Wadey
- Rich Greenough
- Julie Craggs

#### **Emergency First Aiders in the Workplace**

At Levens CE School we have 7 Emergency First Aiders in the Workplace.

- Louise Addy
- Head teacher
- Eileen Mason
- Debbie Coker
- Rachael Wadey
- Rich Greenough
- Julie Craggs

#### **Appointed Person(s)**

At Levens CE School we have 7 Appointed Persons.

- Louise Addy
- Head teacher
- Eileen Mason
- Debbie Coker
- Rachael Wadey
- Rich Greenough
- Julie Craggs

#### **Paediatric First Aiders**

At Levens CE School we have 5 Paediatric First Aiders.

- Louise Addy
- Matt Foxwell
- Eileen Mason
- Julie Craggs
- Emma Cattermole

#### **Training / Annual Skills Update**

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

#### **Additional Provision**

At Levens CE School additional first aid provision is made for the following as necessary:

**Residential** - Where there is residential provision for pupils, a qualified first aider should be available at all times. This is the minimum standard for a residential establishment and risks should be assessed by Head teacher to decide whether additional first aid provision is required. Arrangements must also be made for foreseeable absence and off-site activities, particularly at weekends and during occupied holiday periods.

**Off-site activities** – Head teacher must consider the need for first aid cover when activities are taking place off site and decide on the level of provision required. They should consider the nature of the activity, the accessibility of a hospital, the provision of a mobile telephone, any particular needs or conditions of pupils, the length of time spent off-site and the result of risk assessments carried out prior to the activity. It is recommended that all off-site

activities are accompanied by at least one supervision adult who holds a current qualification in first aid. Consideration should be given to adequate provision remaining on site when activities are taking place off-site.

**Early Years Foundation Stage** – The EYFS Statutory framework states that “There must be at least one person on outings who has a paediatric first aid certificate.” This became a legal requirement from September 2008 and applies to all children aged 0-5. Please note the current Paediatric First Aid qualification (12 hours) covers pupils aged 0-16 years.

**Lone Working** – Staff working alone should have access to first aid equipment and know how to use it. Staff working off-site should be equipped with a travelling first aid kit. Procedures should be devised by the person’s Line Manager to be followed in the case of an emergency. Procedures should include methods of communication if an accident occurs.

Head teachers should consider the first aid requirements for school events and fetes, productions and entertainments, off-site visits and school clubs.

**Visitors, Contractors and Letting of Premises** - It is deemed reasonable to provide first aid arrangements to include visitors who may be on the premises; e.g. parents, etc. However, where a contracting firm is working on site for a period of time, it is reasonable to expect that their employer has made arrangements for their first aid cover. This should be confirmed with the contractor at any pre-contract meeting with the Head teacher or Manager. It would be reasonable, however, for the establishment’s own staff to provide aid if required in an emergency.

The terms of any lettings contract should provide details of the first aid provision. It is not usual for schools to provide first aiders for private lettings but schools may provide access to a first aid box and telephone for emergency use. This provision should be detailed in the lettings contract.

#### FIRST AID EQUIPMENT AND FACILITIES:

##### First Aid Boxes

These are located in all classes, Staffroom, kitchen and reprographics room and contain as a minimum:

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

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

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

| Item   | Advice   |
|--|--|
| Cotton wool                                      | <b>Should never be used dry</b> as fibres can become trapped in the wound causing infection. When used damp with soap and water, it can be a general wound cleaner.  |
| Adhesive Dressings e.g. Elastoplast <sup>T</sup> | Can cause blisters on those allergic to it. Ask the pupil if his/her parents use plasters at home on the child’s cuts etc. In most circumstances, even a small child will know. If in any doubt, use a bandage or dressing. Hypo-allergenic plasters are available from medical suppliers. |
| Antiseptic Creams                                | Do not use antiseptic creams or lotions. Some can cause allergic reaction. Soap and water is the simplest and most effective cleaner. Alcohol-free antiseptic wipes may be used in the absence of soap and running water e.g. on an off-site visit.  |

| Item                               | Advice   |
|------------------------------------|--|
| Aspirin/Paracetamol                | Should not be administered. Any prescribed medication e.g. tablets/medicine which a child may be required to have, must be administered by authorised staff only on the written instruction of the parent/guardian. Pupils who suffer from severe migraine or severe period pains may be given paracetamol based medication following written/verbal consent from the parent/guardian. For further information, see Medical Safety Series M01. A record should be kept of all medication administered. |
| Scissors                           | Generally it is good practice to keep a pair of scissors (preferably 'tuff cut' type with moulded ends to prevent damage to skin) in the first aid kit. These can be used to cut dressings or remove clothing in an emergency to expose a severe or life threatening wound.  |
| Tweezers                           | It would be good practice to keep disposable plastic tweezers in your first aid kit. These could be used for removing grit and dirt from minor wounds or for removing minor splinters from hands/skin.   |
| Alcohol-free moist cleansing wipes | These can be used to clean minor wounds in the absence of soap and water or on completion of washing prior to applying a plaster or non-adherent dressing.   |

### **Travelling First Aid Kits**

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

| Item  | Recommended Quantity |
|---|----------------------|
| Card giving general first aid guidance          | 1                    |
| Individually wrapped sterile adhesive dressings | 6                    |
| Large sterile unmedicated dressing              | 1                    |
| Triangular bandage                              | 2                    |
| Safety pins                                     | 2                    |
| Individually wrapped moist cleaning wipes       | 1 pkt                |
| Disposable vinyl gloves                         | 2 pairs              |

### **Playground Packs**

These have been introduced for use in the playground by supervising staff/midday supervisors and are a suitable quick alternative to taking a pupil with a minor injury into school, thus reducing the staff pupil ratio outside.

- Disposable vinyl gloves;
- Pack of tissues;
- Polythene bag (for disposal of used material) – can also be used to store wet cotton wool.

The packs are to be used for the treatment of minor first aid only. In the case of a more serious accident, a qualified first aider must be contacted.

### **Medical Accommodation**

In accordance with the School Premises Regulations 2012, suitable accommodation is provided in order to cater for the medical and therapy needs of pupils in the school entrance / headteacher's office / disabled toilet including accommodation for:

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

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

### **GENERAL FIRST AID PROCEDURES AND RECORD KEEPING:**



- First aid must be administered by ADULTS ONLY, i.e. teaching staff, non-teaching assistants, senior midday supervisor and assistant supervisors. Pupils are not permitted to give first aid;
- Minor bumps can be treated with ice packs or a cold water compress;
- Minor cuts or grazes can be washed with clean water;
- If a dressing is required a first aider must be consulted;
- Parents will be informed about all but minor dents to children and of any first aid given. In line with the Statutory Framework for Early Years and Foundation Stage, we will inform parents of any accidents or injuries sustained by any EYFS children whilst in our care and of any first aid treatment that was given;
- Parents will be informed about all bumps to the head in writing using the standard 'Bump Head Letter';
- Staff should use their professional judgement when reporting to parents in the cases of minor injuries;
- The person on duty must inform the class teacher/Head teacher of any accident that has occurred on duty;
- A certificated first aider must check any pupil that causes concern and in all cases to the bumps on the head (if possible two first aiders);
- If there are concerns, the parents/carers must be informed and the pupil sent home. If they are not available, a member of staff to take the pupil to A&E – see 'Transport to Hospital' below;
- All staff should take precautions to avoid infection and must follow basic hygiene procedures. Staff must wear single-use disposable gloves and make use of hand washing facilities, and should take care when dealing with blood or other body fluids and disposing of dressings or equipment. In any event, it is good practice to ensure that individuals treating colleagues/pupils ensure that their own cuts/grazes are covered to reduce the risk of transmission of infection.
- Clinical waste should be disposed of in the toilet sanitary bins.

School will keep a record of any first-aid treatment given by first-aiders and appointed persons. In line with the Statutory Framework for Early Years and Foundation Stage we will keep a record of accidents AND first aid treatment given to EYFS children. This will include:

- the date, time and place of the incident;
- the name (and class) of the injured or ill person;
- details of the injury/illness and what first-aid was given;
- name and signature of the first-aider or person dealing with the incident.

#### **EYFS ONLY – Reporting to Ofsted and Local Child Protection Agencies**

Refer to our Accident Procedures above for details.

#### **Managing Medicines (Supporting Pupils at School with Medical Conditions)**

All medication will be administered to pupils in accordance with the DfE document 'Supporting Pupils at School with Medical Conditions'.

Individual Health care plans are in place for those pupils with complex or chronic/ongoing medical conditions. These plans are reviewed at least annually (or more frequently as necessary) and written precautions/procedures made available to staff. Plans are pinned on the notice board above the photocopier near the office.

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

#### **Blood Borne Viruses (BBVs)**

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

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

#### ***Managing the risk:***

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

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

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

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

**Action after possible infection with a BBV:**

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

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

See guidance on Blood Borne Viruses in Safety Advice Note SAN(M)6 and the HSE [HSE - Blood Borne Viruses in the Workplace document](#) for further guidance.

**Decontamination / Disposal of waste:**

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

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

**Head Injuries**

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

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

Where young people receive a head injury their parents/carers should be informed. In the case of pupils, this should be done immediately by telephone if symptoms described above occur. For more minor bumps etc. the parent

should be informed when they collect the child or by sending a standard 'Bump Head' letter home with the child as appropriate. Visible 'bumped head' stickers are also supplied to aid in informing parents.

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

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

### **Dental Emergencies**

Dental emergencies are likely to fall into two categories:

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

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

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

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

### **Transporting Injured Pupils**

#### ***Emergencies:***

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

The emergency contacts procedure for the injured pupil will also be activated with the parent/carer being advised to either come to the school or go direct to a specified hospital. Where the parent/carer is able to accompany the pupil in the ambulance, school employees will not usually need to be further involved. If however the parent/carer will be meeting the pupil at hospital, a school employee will need to accompany the pupil in the ambulance and arrangements made for the employee to be able to return to school once the pupil is in the care of the parent/carer. Pupils should not be left unaccompanied at the hospital and therefore the school employee may have a protracted wait for the arrival of the parent/carer.

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

#### **Site Access for Emergency Services**

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

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

#### ***Non-Emergencies***

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

### Use of Staff Vehicles

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

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

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

### Use of a Taxi

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

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

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

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

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

It occasionally happens that a pupil can be delivered to his/her parent/carer, but that the parent/carer is not in a position to seek immediate treatment. For example, a mother may have a young baby whom she cannot leave and could be distressed if suddenly asked to cope on her own. Head teachers are, therefore asked to satisfy themselves that the parent/carer can take over the responsibility for the pupil before returning to the school.

## **3.6 Disease/Infection Control**

### **References**

Cumbria and Lancashire Public Health England (PHE) Centre  
Safety Advice Note (M)6

### **Procedures**

If a child is absent through illness, it is the responsibility of the parents to inform the school of the reasons for absence. If no contact is made by 9.15am the school will contact the parents. (Parents will be aware of the school's protocols for absence reporting),

If doubt is expressed regarding a child's health during school hours, parents are contacted and requested to take the child home or to seek medical advice and a request that information be relayed to the school as soon as possible. Should there be difficulty in obtaining parental contact and a condition is considered serious, the child will be removed to hospital by school staff.

When pupils are suffering from a disease or infection, parents will be advised to seek professional medical advice regarding the date the child can return to school without fear of infecting other pupils. If necessary, parents may be notified by letter, of any serious threats to the health of pupils.

Further advice about the Control of infectious Diseases can be obtained from the Public Health England Guidance displayed in school (**NOTE:** the HPA Poster (2010 edition) displayed in school is no longer correct and schools are advised to refer to the new PHE Guidance until a new poster is published by PHE- [Click here to access Public Health England - Guidance on infection control in schools and other childcare settings - September 2014](#)). Pupils will only be excluded from school if guidance dictates this is necessary.

All staff should take precautions to avoid infection and must follow basic hygiene procedures. Pupils will be educated regarding good personal hygiene. When administering first aid or dealing with blood or body fluids staff will wear single-use disposable gloves and make use of hand washing facilities. Midday supervisors will carry a small supply of the disposable gloves with them when supervising play. Dressings, cleaning cloths or equipment will be disposed of appropriately. Individuals treating colleagues/pupils must ensure that their own cuts/grazes are covered to reduce the risk of transmission of infection.

Refer also to our procedures to protect against Blood Borne Viruses and Transporting Injured Pupils in the First Aid Procedures above.

### **3.7 Document Management / Retention of Documents**

#### **References**

Information Records Management Society – Records Management Toolkit for Schools (2012) [Click here to access](#)

#### **Procedures**

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

Any previous versions of documents will either be suitably marked to show they have been superseded and should not be used, then properly archived or destroyed if no longer required. Archived documents (or document boxes) will be clearly marked as 'Archive' with the date(s) they cover and the date that they can be destroyed. Archiving/retention of documents and records will be done in line with the Information and Records Management Society (IRMS) Records Management Toolkit for Schools.

All relevant documents will be archived accordingly and stored in 'o' drive of school server. Electronic archiving is acceptable as we have a sound electronic back-up off site.

### **3.8 Health and Safety Training**

#### **References**

The Management of Health and Safety at Work Regulations 1999

#### **Procedures**

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

- responsibility, ability and literacy; and
- risk.

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

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

The Head teacher will be responsible for assessing the effectiveness of training received.

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

### **3.9 Induction Training**

#### **References**

The Management of Health and Safety at Work Regulations 1999  
Safety Advice Note SAN(G)12 – Health and Safety Induction

#### **Procedures**

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

All new members of staff (including volunteers, students and pupils on work experience) are encouraged to familiarise themselves with the health and safety procedures in school. It is the responsibility of Head teacher to ensure that the relevant procedures and documentation has been seen and understood. Further training and development is identified and incorporated within in the School Development Plan.

The school has a Health and Safety Induction Checklist which will be completed by Head teacher with each new starter/trainee commencing the first week of their employment.

### **3.10 Control of Substances Hazardous to Health (COSHH)**

#### **References**

Control of Substances Hazardous to Health Regulations 2002 (as amended)  
KAHSC General Safety Series G38 – Control of Substances Hazardous to Health (COSHH)  
KAHSC Codes of Practice for Caretakers, Cleaning, Catering and the Primary Curriculum  
CCC Safety Procedures No. 10

#### **Procedures**

COSHH applies to all substances that are capable of causing adverse health effects i.e. are harmful to health e.g. toxic, flammable, corrosive, oxidising etc... In relation to schools, COSHH may apply to substances used or produced in:

- Dusts created in certain practical classes, i.e. sawdust in woodworking lessons, clay dust in art lessons;
- Cleaning agents used by cleaners and caterers;
- Some office supplies.

Wherever possible, hazardous substances in school should be substituted for substances that are non or less hazardous. Where not possible the Head teacher will ensure that any substance/process which is hazardous to health has been adequately risk assessed before the substance is purchased or the process allowed to start.

The COSHH assessment should identify what precautions need to be undertaken when using the substance and will include details such as safe exposure times and limits and whether any personal protective equipment needs to be worn whilst using the product.

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

Manufacturer's Material Safety Data Sheets should be held for all hazardous substances used and stored in school (these are available from our suppliers or can often be downloaded from the internet).

Cleaning and Site Management products are securely stored in a locked cupboard when not in use.

See also procedures for Managing Asbestos, Radon and Legionella.

### **3.11 Asbestos Management**

#### **References**

Control of Asbestos Regulations 2012  
DfE Asbestos Management in Schools [Click here to access](#)  
Safety Advice Note (G)7  
KAHSC General Safety Series G07 – Managing Asbestos in Schools  
CCC Safety Procedures No. 29  
School Asbestos Management Plan

#### **Procedures**

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

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

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

All relevant staff will receive appropriate Asbestos Awareness training which will be updated every 12 months.

Current guidance requires removal of all ACM's likely to be affected by demolition or major structural alteration. Where any work will involve demolition or major structural alterations a Refurbishment/Demolition survey will be

arranged at the planning stage of the job so any ACM's can either be removed prior to work starting OR the work designed so as to avoid disturbing ACM's.

There have historically been two categories of asbestos removal; licensed (work which can only be undertaken by an asbestos contractor licensed by the HSE; work which is notifiable to the HSE in advance) and non-licensed (work which does not need to be undertaken by a licensed asbestos contractor nor is it notifiable to the HSE in advance). The new Control of Asbestos Regulations 2012 have introduced a new category to be known as Notifiable Non-Licensed Asbestos Removal (NNLW) which will require contractors to notify the HSE prior to the removal of the asbestos in certain circumstances.

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

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

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

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

It is an LA requirement that Asbestos re-inspection surveys are undertaken by a contractor that is UKAS 17020 accredited for Asbestos surveys or by an employee holding BOHS P405 certificate (or equivalent) at intervals not exceeding 12 months for premises with thermal insulation or Asbestos Insulation Board or 24 months for sites with other ACM's.

All schools (with the exception of academies and independents) will provide updates and information following any works which affect their asbestos register, e.g. removals. These will be communicated to the Local Authority's Asbestos Co-ordinator Brian Kirkbride ([brian.kirkbride@cumbria.gov.uk](mailto:brian.kirkbride@cumbria.gov.uk)). This will then allow update of the centrally-held records on the Atrium property database.

### 3.12 Control of Legionella

#### References

L8 HSC Approved Code of Practice Legionnaires' disease  
Control of Substances Hazardous to Health Regulations 2002 (as amended)  
HSE Guidance 'Legionella - A Brief Guide for Duty Holders' [Click here to access](#)  
Safety Advice Note (G)15  
School Premises Regulations 2012  
Compliance Monitoring in Council Buildings  
CCC Safety Procedures No. 30

#### Procedures

The Employer (LA in Voluntary Controlled Schools) has a duty to appoint a person to be managerially responsible for preventing and controlling the risk of legionella; in most cases this position will fall to the Head teacher. The duty,



but not the responsibility may then be delegated to another person. The designated person in school is Michael Medcalf.

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

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

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

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

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

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

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

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

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

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

- significant changes have been made to a system, e.g. following maintenance or alteration;

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

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

### 3.13 Surface Temperature Restrictions

#### References

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

#### Procedures

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

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

The risk of burns from hot surfaces have been reduced at Levens CE School by:

- Providing low temperature heat emitters;
- Locating sources of heat out of reach, e.g. at high-level;
- Guarding the heated areas, e.g. providing radiator covers, covering exposed pipework.

### 3.14 Radon

#### References

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

#### Procedures

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

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

The Health Protection Agency (HPA) manages a national programme of work to identify premises with high radon and to reduce levels in line with Health and Safety legislation. Levens CE School was assessed for radon levels through

a monitoring programme in 2010 run by the HPA and organised by the LA. Monitors were placed in strategic locations in our school for a period of three months, whereupon the monitors were returned to the HPA for analysis.

The final report following this monitoring exercise showed that radon levels were acceptable so no further action was required.

### 3.15 Workstations / Display Screen Equipment

#### References

Display Screen Equipment Regulations 1992 as amended 2002  
Safety Advice Note SAN(G)13 and 20  
Health and Safety Guidance for Homeworkers  
CCC Safety Procedures No. 16

#### Procedure

The Health and Safety Coordinator will undertake an assessment of the user status of all staff in relation to Display Screen Equipment. All staff who have been identified as being 'users' will complete the DSE users self-assessment form, from Safety Advice Note (G)13 on an annual basis (as with any other risk assessment, this should be reviewed where there are significant changes including change of workstation, reports of physiological problems etc.). The results are collated by the Health and Safety Coordinator who makes recommendations to the head and governors. Any recommendations that cannot be dealt with immediately will be incorporated within the School Health and Safety Management Plan and equipment and resources are purchased, if necessary.

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

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

### 3.16 Interactive White Boards

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

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

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

Projectors should ideally be located out of the sight line from the screen to the audience; this ensures that, when presenters look at the audience, they do not also have to stare at the projector lamp. The best way to achieve this is by ceiling-mounting rather than floor or table-mounting the projector.

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

### 3.17 Child Protection

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

### 3.18 Data Protection

**Refer to the school's Data Protection Policy held separately.**

### **3.19 Use of Pupils Images**

#### **References**

Safety Advice Note (G)21  
KAHSC General Safety Series G21 – Use of Photographic/Digital Images  
Data Protection Act 1998  
School Data Protection Policy  
School Child Protection Policy  
School E-Safety Policy

Since the introduction of the Data Protection Act in 1998, great care must be exercised when using images of clearly identifiable pupils/adults. This includes photographs for publication, in the media or on websites along with video footage for example.

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

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

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

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

It is important to get parental consent when a child first starts school - consent does not need to be gained annually – the onus should be placed on parents/carers to notify school if they wish to withdraw consent, which they can do at any time. A Sample Consent Form can be found within Safety Advice Note SAN(G)21 or KAHSC General Safety Series G21. Whilst this may be useful in alerting the school to children whose parents object, it needs to be used carefully and with safeguards.

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

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

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

### **3.20 Manual Handling**

#### **References**

Manual Handling Operations Regulations 1992 (amended 2002)  
Safety Advice Note (G)23  
KAHSC General Safety Series G23 – Manual Handling of Loads

## Procedures

It is the responsibility of the Head teacher to ensure that manual handling activities are managed in line with the Management of Health and safety at Work Regulations 1999 and the Manual Handling Operations Regulations 1992, 2002.

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

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

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

### Duties of the employer

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

### Duties of the employee

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

### Risk Assessment

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

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

### Recording the assessment

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

### Reviewing the assessment

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

- a reason to believe it is no longer valid;

- a major change to the work practice;
- a major change to safety equipment provided;
- a major change to the nature of the load;
- a substantial increase in the amount of time performing manual handling operations;
- a substantial change in other task requirements, e.g. more speed or accuracy;
- if the workplace is relocated;
- if the environment is significantly modified;
- if there is a serious incident, accident or trend;
- routinely annually.

#### **Monitoring the effectiveness of controls**

The effectiveness of controls should be monitored by the Head teacher through:

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

#### **Training**

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

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

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

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

Assessors also need to be trained in order that they:

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

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

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

#### **Health**

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

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

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

### **Reporting injury and ill health**

Any manual handling incident, including ill health that is suspected of being caused or aggravated by manual handling activities, should be reported to the Corporate Health and Safety Team using Form P25. As with all incidents, line managers should investigate the cause of the incident and identify whether further control measures are required to prevent any recurrence.

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

## **3.21 Working at Heights**

### **References**

Safety Advice Note (G)19  
KAHSC General Safety Series G19 – Working at Heights  
KAHSC Code of Practice for Caretakers and Site Managers  
KAHSC Code of Practice for Drama  
CCC Safety Procedures No. 26

### **Procedures**

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

### **LADDERS (INCLUDING STEP LADDERS)**

#### **Selection**

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

#### **Use of Ladders**

##### **ALWAYS**

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

## **NEVER**

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

### **Step Ladders**

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

### **Extension Ladders**

- Ensure that the ladder is raised and lowered from the base and that the hooks are properly engaged;
- Ladders should overlap by a minimum of :
  - Up to 5 metres: 2 rungs
  - 5-6 metres: 3 rungs
  - Over 6 metres: 4 rungs

### **Maintenance and Inspection**

- Ladders and stepladders should be stored correctly and regularly examined to maintain them in efficient working order and good repair. Each time a ladder is used, the user should check for visual signs of instability or deterioration;
- Regular, formal visual inspections should be carried out **MONTHLY** and the results recorded on the Ladder Register (copies available in Safety Advice Note (G)19);
- All ladders and steps will be formally inspected by Michael Medcalf;
- Defective ladders should be taken out of service immediately and labelled appropriately until repaired. Ladders that are beyond repair should be disposed of.

### **Storage**

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

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

### **Training and Instruction - Ladders**

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

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



## 3.22 Fire Safety Management Procedures / Emergency Plan

### References

Regulatory Reform (Fire Safety) Order 2005  
Fire Risk Assessment guidance documents produced by HM Government  
KAHSC General Safety Series G35 – Fire Safety Management  
KAHSC General Safety Series G36 – Hot Work in Schools  
KAHSC General Safety Series G41 – Managing Performances in Schools  
School Crisis Management Plan  
School Business Continuity Plan  
CCC Safety Procedures No. 8

### Section 1: Policy Statement

#### **PHILOSOPHY**

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

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

Levens CE School also recognises and accepts a duty to prevent fire where reasonably practicable and to mitigate the effects of any outbreak of fire.

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

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

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

#### **POLICY AIMS**

The aims of this policy are:

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

To achieve our aims, Levens CE School will implement a system involving:

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

This Policy will be reviewed at intervals of not more than 3 years and any revisions will be notified to relevant persons.

## Section 2: Responsible Persons

1. The 'Responsible Person' for Fire Safety will be responsible not only for the safety of employees, but for that of any person lawfully on the premises, or in the immediate vicinity of the premises and at risk from a fire on the premises. The Responsible Person Head teacher will be responsible for implementing this Fire Safety Management Policy;
2. The Responsible Person will ensure that a Fire Risk Assessment is completed following the guidance provided in the appropriate *Fire Risk Assessment guidance document produced by HM Government*;
3. The Fire Risk Assessment must be reviewed annually or sooner if there are significant changes to the premises that could impact upon fire safety and the means of escape;
4. An action plan will be produced, arising from the significant findings of the Fire Risk Assessment. It will be signed by the Responsible Person. Reasonable target dates must be set for completion of individual actions, together with acknowledgement of who is responsible for the completion of actions;
5. A copy of the Fire Risk Assessment will be held in the 'O' drive of the server;
6. The Responsible Person will:
  - a) Manage (including fire safety arrangements) the premise(s) for which they have responsibility;
  - b) Seek assistance of a competent Fire Safety Adviser when necessary;
  - c) Implement the guidance contained within the appropriate *Fire Safety Risk Assessment Guidance* produced by HM Government;
  - d) Develop and maintain the premises Fire Safety Log Book which will contain:
    - Details of the fire alarm and record of testing and maintenance;
    - Details of Sprinkler Systems (if installed) and record of testing and maintenance;
    - Records of routine fire safety monitoring checks;
    - Records of fire drills and staff training;
    - Records of false alarms;
    - Records of testing and maintenance of fire-fighting equipment/systems;
    - Records of testing and maintenance of emergency escape lighting.
7. Develop a fire emergency action plan specific to their premises, test the effectiveness of that plan and ensure that staff and pupils are made aware of its contents;
8. Make sure that both stages of the Fire Risk Assessment process have been carried out and that:
  - a) The significant findings are recorded appropriately;
  - b) An action plan is produced, as required, to improve control measures.
9. Be accountable for the implementation of this Policy, and arrangements made under it;
10. Make sure that responsibilities for fire safety are properly assigned and understood by employees within their area of control;
11. Provide employees and non-employees with the necessary information to ensure their safety from fire;
12. Make sure that there is communication and participation at all levels in fire safety matters;
13. Ensure that a fire safety audit is carried out regularly, with results being acted upon appropriately;
14. Monitor work activities which may involve fire hazards, so that appropriate safety standards are maintained;
15. Ensure that the Fire and Rescue Service is called to all outbreaks of fire, in or near to the premises;
16. Provide information to emergency services in relation to hazardous materials or processes on site, as appropriate; and
17. Receive reports of fire incidents and near misses and take any necessary remedial actions.

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

The persons responsible for undertaking certain fire logbook requirements and maintaining documented records is Michael Medcalf and Head teacher.

### **Section 3: Responsibilities of Employees**

#### ***Employees will:***

1. Take reasonable care for the health and safety of themselves and of other persons who may be affected by what they do or neglect to do whilst at work;
2. Cooperate with Levens CE School with regard to any duty or requirement imposed on the employer to enable that duty or requirement to be performed or complied with;
3. Not intentionally or recklessly interfere with or misuse anything provided in the interest of fire safety e.g. fire-fighting equipment, signage;
4. Have a particular duty to other persons (pupils, staff, volunteers, visitors, other users of the premises) in order to protect their safety, and will ensure that no operation or method of work is employed that can be considered hazardous to themselves or others and that nothing is done to compromise the means of escape or its security;
5. Draw the attention of the Responsible Person without delay, to any work situation which might present a serious and imminent danger to themselves or others;
6. Ensure they familiarise themselves with and work in accordance with guidance given in risk assessments and protective measures with regard to fire safety in the premises;
7. Conform to all instructions, whether verbal or written, given to ensure personal safety and the safety of others;
8. Report all incidents and near misses which result in the potential outbreak of fire;
9. Assist fully in the reporting and investigation of any accident/near miss in connection with the potential outbreak of fire;
10. Attend as requested, all training courses/briefings covering fire safety;
11. Report unsafe conditions, methods of work, practices, tools, plant, premises or equipment to the Responsible Person;
12. Wear/use protective clothing and equipment as specified;
13. Where a work activity presents a serious and imminent risk of injury to person(s) ensure that the work activity ceases until the risk is removed.

### **Section 4: Arrangements**

#### ***DETECTION AND RAISING THE ALARM***

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

#### ***CALLING EMERGENCY SERVICES***

Head teacher is responsible for telephoning the Fire and Rescue Service or Debbie Coker in their absence. The telephone number for emergency services is 999. The information to be supplied to the emergency services is as follows:

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

#### ***ROLE OF THE FIRE SAFETY MANAGER***

Head teacher is the **Fire Safety Manager** or Debbie Coker in their absence. The Fire Safety Manager is in overall control during the evacuation process. The Fire Safety Manager's duties in a fire situation include:

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

### **ROLE OF FIRE WARDENS**

Teachers and teaching assistants are nominated **Fire Wardens**. Fire warden duties include:

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

Debbie Coker is responsible for taking the **visitor's book** and **pupil late/signing out book** to the assembly point to ensure that all staff, visitors and contractors are accounted for by way of a roll call.

### **LOCATION OF KEY SYSTEMS**

- |                       |                                      |
|-----------------------|--------------------------------------|
| ▪ Gas supply shut off | Boiler Room                          |
| ▪ Mains fuse boxes    | Scafell class and Reprographics room |
| ▪ Mains water inlet   | Staff car park entrance              |
| ▪ Fire Alarm panel    | Entrance to school                   |

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

### **MEANS OF ESCAPE**

All escape routes are clearly marked with British Standard or European Standard Fire Exit signs and directional arrows where appropriate.

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

Fire Action Notices are clearly displayed around the building for those persons/visitors who are unfamiliar with the premises. These are displayed as a minimum at manual call points and all final exit doors. Each classroom has a written Fire Drill, and a plan detailing escape routes, fire extinguishers etc.

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

### **ASSEMBLY POINT**

On hearing the fire alarm pupils, visitors and staff should make their way to the Fire Assembly Point using the nearest available exit in a calm and orderly manner. Younger children will be directed by their class teacher/teaching assistant. Children away from their base should leave the building by the nearest exit and join their classmates at the assembly point. The Assembly Point at this school is in the playground. Teachers or teaching assistants are responsible for checking any toilet/cloakroom area on their way out of the building and closing any fire doors. All staff should attempt to take a mobile phone with them but only if it is safe and quick to locate.

Teachers are responsible for taking the class registers/head counts. They report to Head teacher / Debbie Coker who will ensure all pupils are accounted for and are responsible for undertaking a roll call of staff and visitor/contractors using the Pupil Late and signed out book and Visitor's Book.

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

Should it be unsafe for evacuees to remain at the assembly point the place of 'Total Safety' off-site is the Multi Use Games Area, Levens Institute or St. John's Church which ever is most appropriate.

### **ALARM CHECKS**

- The alarm is checked weekly by Michael Medcalf and a record is held in the fire log book. This involves a different Call Point being tested each week with the use of a special key;
- The fire alarm system (and automatic fire detection) is serviced at least **every 6 months** by a competent contractor.

### **EMERGENCY ESCAPE LIGHTING**

- Emergency Lighting is tested monthly by Michael Medcalf and a record is held in the fire log book. Each lighting unit is tested with the use of a special key;
- Every **6 months** Emergency Lighting must be energised for a period of **1 hour** for 3 hour rated systems **OR 15 minutes** for 1 hour rated systems, to ensure the batteries are working satisfactorily. The results must be entered in the fire log book;
- The Emergency Lighting system is serviced at least annually by a competent contractor.

### **FIRE FIGHTING EQUIPMENT**

- Michael Medcalf visually inspects fire-fighting equipment (fire extinguishers and fire blankets) monthly for obvious signs of damage, misuse, tampering;
- Discharged/Faulty Fire Fighting Equipment is to be reported, immediately to Debbie Coker / Head teacher who must inform Westmorland Fire and Security of any faults detected;
- Westmorland Fire and Security services equipment annually. Records are held in the Office.

### **FIRE DOORS, ESCAPE ROUTES & EXITS**

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

### **FIRE DRILLS**

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

### **KITCHEN STAFF**

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

### **FIRE-FIGHTING EQUIPMENT AND LOCATION**

| <b>Location</b> | <b>Type</b> |
|-----------------|-------------|
| Zen cabin       | Powder      |
| Entrance        | Water       |
| Library         | Water       |
| Staffroom       | Co2         |
| Kitchen         | Co2         |
| Reprographics   | Co2         |

Type of fires these can be used on:

#### **Water**

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

#### **Dry Powder**

Red body (possibly with blue somewhere on the upper half of the extinguisher).  
Effective on most types of fire but have a good VACUUM CLEANER handy after use.  
Particularly effective on flammable liquid and metal fires.

|  |   |
|--|---|
| <b>Carbon Dioxide (CO<sub>2</sub>)</b> | Red body (possibly with black somewhere on the upper half of the extinguisher). Effective on flammable liquid and particularly effective on electrical fires. Very noisy when in use and do not hold the discharge horn/nozzle as it will freeze during use and will burn your hand. Can hit a target up to 2 metres distant. Should not be used in confined spaces or poorly ventilated areas. |
| <b>Foam</b>                            | Red body (possibly with cream somewhere on the upper half of the extinguisher). Specialist use on flammable liquids and also effective on carbonaceous fires. Some training required to use effectively. Can hit a target up to 4 metres distant.   |
| <b>Hose Reels</b>                      | Can be either automatic or manual in operation. If the reel is a manual type, remember to turn on the valve before pulling the reel off the drum. To operate simply twist the grip at the nozzle. There is an unlimited supply of water to the hose reel.   |
| <b>Fire Blanket</b>                    | Effective at smothering a fire and protecting you from heat and flames. To operate, remove from container and unfold. Ensure you grip the blanket in such a way that your hands are inside the fold. Hold the blanket in front of you and lay it over the burning material, do not throw the blanket.   |

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

#### ***FIRE LOG BOOK***

This is kept in Head teacher's office.

#### ***LIAISON WITH THE FIRE AND RESCUE SERVICE***

Head teacher in their role as the Fire Safety Manager or Debbie Coker in their absence is responsible for liaising with the Fire and Rescue Service on arrival. The following information should be made available to the Fire and Rescue Service ASAP:

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

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

#### ***ASSISTING VULNERABLE PEOPLE/PEOPLE WITH DISABILITIES***

There are currently no pupils or staff in school or regular visitors that visit the school with disabilities i.e. mobility difficulties, wheelchair users, visually or hearing impaired or with special needs. Should this situation change in the future, Personal Emergency Evacuation Plans (PEEP's) must be developed for each specific child or staff member, which outlines how and by whom they will be evacuated or assisted to evacuate.

#### ***CONTRACTORS/VISITORS***

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

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

#### **NUMBER OF STAFF NEEDED TO CARRY OUT EMERGENCY PLAN**

To implement the evacuation plan three trained staff are needed on duty.

#### **EQUIPMENT NEEDED TO EFFECT THE EMERGENCY PLAN**

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

#### **VARIATIONS TO THE PLAN**

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

- School Performances - Evacuation Plans are to be completed before each performance involving a significant increase of people in the school hall;
- Failure of fire detection systems - If any safety systems were to fail;
- Lone Working.

#### **TRAINING**

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

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

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

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

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

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

- exit routes and the operation of exit devices.

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

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

### **RISK ASSESSMENT**

The Head teacher is responsible for ensuring a documented fire risk assessment is conducted in accordance with the Regulatory Reform (Fire Safety) Order 2005. A copy is held in 'O' drive. The risk assessment will be reviewed at least annually or sooner should there be any significant alterations or changes in school.

## **Section 5: Arson Prevention Strategy**

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

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

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

### **ASSESSING THE SCHOOL'S VULNERABILITY TO ARSON ATTACK**

In order to prevent arson, school management must first assess the vulnerability of the school to attack. The Responsible Person Head teacher or designated person(s) Debbie Coker, Eileen Mason will undertake a formal assessment of our school's Vulnerability to Arson Attack using the Questionnaire found at the end of these procedures. This assessment will be reviewed on an annual basis alongside the Fire Risk Assessment Review. An informal termly inspection will also be carried out to assess the standards of arson prevention being achieved – this will be undertaken by the premises committee.

### **DEVELOPING AN ACTION PLAN AGAINST ARSON**

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

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

### **EXISTING ARSON PREVENTION STRATEGIES**

The prevention of arson attacks at Levens CE School falls into a logical process:

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



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

**Deter unauthorised entry onto the site:**

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

**Prevent unauthorised entry into the building:**

- The weakest points of entry into the school are the windows and doors. These maintained in a sound condition and are always closed, and where possible, locked at the end of each school day;
- All external doors are fitted with approved locks and secured immediately the building is vacated;
- Door frame construction is maintained sound and in good condition;
- Letterboxes have been fitted with metal enclosures on the inside to prevent damage arising from the introduction of burning materials;
- External glazing is checked regularly for damage both on security and safety grounds. Repairs are made quickly;
- Break-ins via roof-lights are prevented by the installation of grills or bars within the inside of the frame;
- Low level glazing is avoided both on security and safety grounds. Where this is not possible, glazing is laminated or toughened, and securely fixed within the frame;
- We foster relationships with neighbours who are able to observe out-of- hours activity on the premises. In addition, we have developed our own scheme in conjunction with the local PCSO;
- With the school being used out of normal hours and opening the premises to a wider public, access to the other parts of the school is limited;
- Regular checks are made of areas where there are flat roofs to ensure there are no breaches of security;
- An intruder alarm system has been installed without a monitored link to an alarm receiving station.

**Reduce the opportunity for an offender to start a fire:**

At Levens CE School, we take every opportunity to eliminate combustible material on the outside of the building and are considering:

- Refuse/ recycling bins are placed in a secure compound;
- Sheds and other external buildings are kept locked and sited, where possible, at least 8 metres away from any building;
- External litter bins are not fixed to walls but are kept away from the school building;
- The risk of sheds and bins being used to start fires will be monitored on a regular basis by all relevant staff;
- All internal and external litter/waste bins are emptied each day as part of the close down routine;
- Wherever possible, staff avoid placing combustible materials on internal window sills as a common method of attack is to break a window and set fire to combustibles within reach;
- Regular checks are made to ensure shrubs and undergrowth is not allowed to encroach against buildings as they are when dry a source of ignition;
- Temporary buildings/portacabins are skirted to prevent anyone starting a fire underneath;
- All external gates are closed / locked at night as part of the close down routine;
- Fire safety is regularly discussed with pupils. We will also, from time to time, bring in outside speakers such as members of the Fire and Rescue Service or Police.

**Reduce the scope for potential fire damage:**

- Compartmentation (fire-stops in the roof/ceiling voids) is an essential element of the design of our building;
- During alterations and maintenance, consideration is always given to providing additional fire-break walls or doors to separate the building into compartments;
- During any new building projects, we will consider installing Sprinkler systems;
- Partition walls are inspected regularly. When any maintenance, repair or alteration has been finished, such as installation of pipes/cables through partitions, the gaps around pipe work are made good with fire retardant sealant;
- Equipment of high material value, such as audio visual aids, laptops are located in a secure, separate room where it will be out of sight and better protected in a fire;
- Early warning of the outbreak of fire can significantly reduce the losses if early firefighting can be initiated. An automatic fire detection system, has been installed in school which is maintained. This system is not linked to an alarm receiving station;
- We try to ensure that children do not bring cigarette lighters and matches into the school;

- Staff are aware of the danger of children being unsupervised in cloakrooms and corridors;
- When not in use, all candles and matches are stored securely out of the reach of the children and opportunist vandals;
- All staff ensure that all external doors and windows have been secured once the school has been vacated at the end of the day;
- We ensure that contractors working on site have limited access to the whole building wherever possible and follow a strict Permit to Work for any hot works undertaken on site.

#### **Reduce subsequent losses and disruption from a fire:**

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

#### **School Holiday Close-Down Precautions**

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

| <b>CLOSE-DOWN PROCEDURE CHECKLIST</b>  |   |
|--|---|
| All flammable materials are locked away.   | <i>An arsonist can make use of flammable liquids to accelerate a fire.</i>  |
| All valuable equipment is secured.   | <i>Unsecured valuables and cash are an inducement for a 'break-in'.</i>   |
| All rubbish/waste has been removed from the building and placed in secure storage. If your bin area is currently near your buildings then look for ways to make sure that they cannot be pushed up against the building, particularly close to windows or roof eaves and set alight. Remember they can also be used as extra height to gain access to roof areas. It might be appropriate to build a new, detached bin store. If so, its design should accept the possibility that the bins inside may be set on fire and therefore allow their contents to burn safely. When there is no segregated bin storage, wheeled bins should be chained together and to an immobile object, such as a metal stake, at least 8 metres from any building. | <i>Reducing the fire load within the school can reduce a fire spreading. External waste storage areas are a prime target for the fire raiser.</i> |
| Check before closure that everyone has vacated the premises and all rooms, especially toilets and showers, have been checked for anyone hiding.  | <i>Don't allow an arsonist easy access to the school.</i>   |
| The external lighting is working correctly.  | <i>Well lit external areas will deter intruders and also improve the performance of any closed circuit security cameras.</i>                      |
| All windows are shut and locked.   | <i>Secure premises act as a deterrent to opportunist intruders.</i>   |
| All internal doors are closed and locked where practical.  | <i>Prevent an intruder gaining ready access to the whole school and prevents the spread of fire.</i>  |
| The intruder alarm and fire alarm systems have been correctly set.   | <i>An intruder system acts as a deterrent and an early warning of an intruder can reduce the damage they can cause.</i>                           |
| All the external doors have been secured.  | <i>Secure premises act as a deterrent to opportunist intruders.</i>   |
| Gates in the perimeter fences are shut.  | <i>Perimeter security is the first line of defence against intruders and arsonists.</i>   |

#### **Building Contractors**

The school holidays are the ideal time for schools to carry out improvements and refurbishment work. Building contractors working in schools can significantly increase the risk of fire as they may be carrying out operations using

heat: plumbing work, paint stripping and repairing flat roofs are possibly the most common examples of high risk work. They may also store combustible materials or flammable liquids in, or close to, the school buildings, which could act as a readymade fuel supply for a fire. Examples include petrol, paints, thinners, propane cylinders and waste skips.

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

## ARSON VULNERABILITY ASSESSMENT

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

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

## 3.23 Other Emergency Procedures

### References

Emergencies and your school – Emergency Planning Unit CCC  
Guidance Notes on suspicious packages – Emergency Planning Unit CCC  
Emergency Closures Advice (LA poster)  
Safety Advice Note SAN(G)31  
School Crisis Management Plan  
School Business Continuity Plan

### Procedures

Details of our procedures for managing emergencies and crises can be found in the school Crisis Management Plan.

In the event of a full school evacuation, the nominated Reception Centre for this school is Levens Institute, or St. John's church.

In the event of a major crisis incorporating a power failure, our only means of liaising with emergency services or outside bodies would generally be by mobile phone. Therefore, we hold a simple landline telephone as back up in the event of an emergency which can be kept handy in a Headteacher's desk drawers until required.

### **BOMB THREATS / SUSPECT PACKAGES**

#### **If the school receives a bomb threat:**

It is anticipated that in most cases this will be by telephone.

- The person receiving the call should try to obtain as much information as possible; where, when, size, callers accent etc. and then report the details to the appropriate senior member of staff / Head teacher;
- The senior member of staff / Head teacher should contact the emergency services (Police) and pass on all details;
- The emergency services will take control of the incident and instruct the school on the appropriate course of action to be followed;
- **Do not** sound the alarm bell unless instructed to do so.

#### **Suspect Packages:**

- If it is suspected that a package or letter contains an explosive device it **MUST IMMEDIATELY** be carefully set down. No one must be allowed to approach it and the room and general vicinity, e.g. passageway etc., must be evacuated. **Do not** sound the alarm bell unless instructed to do so;
- The matter should be reported immediately to a senior member of staff / the Head teacher who will in turn report the matter to the emergency services who will take control of the incident;
- Should the person to whom you are responsible be absent, then take the action outlined above yourself and inform the person to whom you are responsible as soon as he/she is available.

#### ***General indications to look for in determining a suspect package / letter***

Bombs can be made to fit inside parcels, packages and letters for delivery through the post or by hand. Such bombs are designed to explode when the package or letter is opened. They are not obviously distinguishable from ordinary mail. Points to look for include:

- a) point or origin e.g. if postmark or name or address of sender (if given) is unusual;
- b) manuscript address and style of writing;
- c) balance of package, some devices tend to be lopsided;
- d) weight of package; excessive weight, particularly in small packages or letters;
- e) springiness in the tops, bottom or sides of any package or letter;
- f) protruding wires or the feel of wires inside;
- g) a small hole, like a pin hole, in the outer wrapping;
- h) greasy marks coming through from the inside;

- i) smell of almonds or marzipan;

additionally in the case of letters:

- j) a different feel from the normal e.g. a stiffening of card or metal;
- k) an inner envelope which is tightly taped or tied.

If a package or letter of any kind gives reason for doubt or concern no attempt should be made to open it. Staff involved in receiving and opening the school mail will be provided with emergency procedures for dealing with suspect packages/letter.

If a package or letter becomes suspect when it is being opened or disturbed it should be lowered as gently as possible on to the nearest level surface. Regardless of its condition it must not be further disturbed. The Police are to be called immediately. The immediate area of the building in which the suspect bomb is, is to be evacuated. St. John's church is the best suitable evacuation venue. Evacuation procedures should follow those stated for Fire Procedures, except doors and windows should be opened if safe to do so in order to allow any resulting blast to dissipate with minimum risk from debris.

#### **LOSS OF POWER AND/OR HEATING**

The effects of loss of power to the school will depend much on the time of year. The summer months should not provide too much of a problem but the lack of electricity/gas during the winter months could mean the school becomes too dark and too cold for staff or pupils to work properly. In addition, loss of power will inevitably disrupt the ability to prepare meals.

- All senior staff must be aware of, and have access to, the location of the main gas supply cut-off and the whereabouts of the main electrical switch box;
- It is the Head teacher's responsibility or Rachael Wadey in the head's absence to make the decision about whether the pupils need to be sent home and to contact parents/carers. See also Adverse Weather Conditions – Decision to Close;
- If transport is required earlier than usual, contact must be made with the Transport Team, Property and Transport Services Unit on 01228 221124, where arrangements will be made with the Contractors;
- The administrator or Head teacher should make every effort to report the loss of power to the electricity board;
- If the power/gas failure continues for more than a day contact should be made with the utility companies;
- The Building Maintenance Help Desk telephone number (during office hours - **01228 221106**), (out of office including weekends and bank holidays **01228 511061**);
- If the production kitchen prepares meals for those other than the school's own pupils, early communication with the catering provider is required in order that alternative arrangements can be made.

#### **LOSS OF WATER AND/OR DRAINAGE**

The loss of water to school premises can pose serious Health & Safety problems including the inability to flush toilets and wash hands for both pupils and staff, as well as the lack of water for any food preparation activities.

- All senior staff must be aware of, and have access to, the mains water cut-off tap in the staff car park;
- The Head teacher and/or administrator should firstly try to establish the reason for lack of water or drainage, e.g. check for burst water pipes, overflowing drains;
- If a water leak is established United Utilities should be contacted immediately by telephoning their 24 hour emergency line on 0845 746 2200;
- If blocked drains are found contact should be made with the Building Maintenance Help Desk telephone number (during office hours - **01228 221106**), (out of office including weekends and bank holidays **01228 511061**)/other contractor and arrangements made for immediate attention;
- The Head teacher is responsible for making any necessary decision about vacating the school premises and whether that action is necessary. See also Adverse Weather Conditions – Decision to Close.

#### **COMPUTER FAILURE**

This only applies to the administrative systems in school.

- It is the responsibility of Debbie Coker to ensure that weekly backups are taken of the data held on the main server. One backup should be held in the fire safe accessible only by the administrator and head teacher and one is stored securely off-site;

- Complete computer failure should be reported to CLEO (number by the server cabinet);
- It may be possible to send an e-mail by using a laptop if the main router is not down (mail.levens.cumbria.sch.uk);
- Any of the local cluster schools could be contacted and asked for message to be sent to ICT Team if all other forms of communication are down;
- ICT Team will advise on replacement server and/or computer, if necessary, and make necessary arrangements for reinstatement of data from most current available backup tape.

## **ADVERSE WEATHER CONDITIONS**

### **Weather Warnings**

Procedures should be in place to keep abreast of local weather conditions and weather warnings. Both national and local weather updates can be found at [www.bbc.co.uk/weather](http://www.bbc.co.uk/weather) and at <http://www.metoffice.gov.uk/public/weather/forecast/#?tab=fiveDay>

### **The Decision to Close**

If for any reason, it is impossible for any teaching staff to reach the school, a snowball or cascade system of communication needs to be put into practice to ensure that children are not left at the school by parents who are unaware of the staff situation.

The cascade system may include the use of Governors, some of whom may live close to the school. In the absence of any member of the teaching staff, a governor can take charge of the situation and ought to make his/her way to school as soon as possible to ensure that parents are informed of the fact that the school is to be closed. The communication system should include the availability of Governors or other members of staff who would be able to assist locally. Even if a closure has been authorised by the Head teacher, unsupervised pupils who arrive at school must be accepted onto the premises and sent home only if it is known to be safe to do so. See Crisis Management Plan for the school snowball cascade system.

### **The Position of Staff**

In adverse weather conditions staff are expected to make all reasonable efforts to get to school, even if their arrival is delayed.

Even if the school is wholly or partly closed to pupils, staff are expected to report to work and undertake appropriate preparation or other duties as directed by the Head teacher. Staff unable to reach their own school should contact a school more readily accessible to see whether their attendance would be of benefit.

### **In-School Measures**

Parents should be advised to keep a check on local radio broadcasts during emergency conditions in case closures or changes to normal school arrangements are made. Those parents who have provided an email address will be emailed asking for acknowledgement of receipt. The remainder of parents, together with those who did not respond to email will be contacted by telephone. Depending on the number of outgoing lines, (a fax line if different from the main number can also be used with a spare telephone handset), the use of mobiles and use of the cascade system will be used. .

Staff should:-

- check immediately at the onset of the emergency that the telephone is in working order and check it repeatedly, ensure availability of mobile telephone if necessary;
- try to keep a check on radio broadcasts;
- it is the responsibility of Michael Medcalf to inspect the safety and accessibility of the school premises at the beginning of every day. If a closure is imminent they should contact the Head teacher, Senior Teacher, Business Manager, Chair of Governors, vice-Chair of Governors, in that order to establish authority to close the school;
- in the event of adverse weather conditions staff should move the pupils from any portacabin classrooms as they can become unsafe during excessively high winds;
- if the school buildings become unsafe it is the Head teacher's responsibility to decide if the school needs to be evacuated to another building;
- if excessively high winds or heavy snow occur during the day schools may find that they have to feed and possibly accommodate pupils overnight. Obviously every attempt should be made to get the pupils home by making contact with parents;
- staff should be effectively deployed in school to deal with the emergency, duties would typically include:-

- Moving children to a safe area at first sign of emergency in easily contacted groups for support and reassurance. Any adult helpers should stay with the class they are with;
- Head teacher to make a check of the school to ascertain all staff and pupils are clear of dangerous area;
- Cut off electricity/gas/water, if necessary, by caretaker or Head teacher. Check damage. Report situation to Corporate Health and Safety Team;
- Keep all staff up to date on the developing situation. Re-assure the children re. brothers and sisters and provide games, videos etc., if possible;
- Liaise with Corporate Health and Safety Team whether/when to contact local radio stations to broadcast school closure message;
- When situation allows, check the affected area (only if safe to do so). Spare staff to salvage belongings;
- Keep Corporate Health and Safety Team informed;
- If/when parents collect, limit entry/exit points in order to ensure safe collection of children. Staff to be posted at all entry points to ensure parents report to the office and “sign out” their children before taking them home;
- When all the children have been taken home hold a short staff meeting to assess the situation and plan for the next day;
- Ensure governors are notified of details of the emergency;
- A letter to parents should be sent home as soon as possible to give them the latest information.

Details on the Emergency Closures protocol can be found in the Out of Hours Emergency Closures Poster displayed in staff room, office and Head teacher’s office.

#### **Managing the effects of snow and ice on school premises**

The Head teacher will ensure that a risk assessment is in place which covers the hazards associated with snow and ice on our premises. As part of our risk assessment:

- Michael Medcalf is responsible for gritting the site before school starts;
- will be aware of their duties and responsibilities; where necessary, site staff will start work earlier than normal to commence a gritting plan;
- We will ensure that adequate equipment is available, including sufficient salt /grit, sack barrows and shovels etc;
- We will ensure those staff who are responsible for carrying out the work have received adequate training i.e. manual handling;
- We will provide suitable clothing and footwear for site staff / those assisting with the task;
- We will determine which access routes are the most used / important:
  - Clear a path 1 metre wide from the site entrance to the main building entrance. Pathways leading from car parks to buildings, slopes and steps on route should be regarded as a priority;
  - Treat cleared paths with salt/grit to maintain a clear pathway especially where temperatures remain below freezing;
  - As time and resources permit, other pathways to entrances and between buildings should be cleared and gritted as may car park areas.
- Appropriate checks will be made to ensure continued safety;
- We will identify any particularly dangerous areas which require extra care which will be checked / treated more frequently e.g. steps, slopes, gullies which may be hidden;
- We will remind staff, pupils and visitors to remove as much snow and ice from their footwear as possible when entering buildings to limit the risk of slipping on wet floors – signage will be used where necessary to identify wet floors within the premises and additional floor matting supplied and cleaning undertaken where necessary;
- We will ensure gritting arrangements are put in place when the premises are used outside of normal school hours;
- We will inform parents / carers and other users of the school premises of the temporary arrangements in place;
- We will take steps to monitor the weather conditions and temperatures.

The Head teacher is responsible for reviewing and revising the arrangements as determined by our local risk assessment and if they have concerns over the safety of certain external pathways, circulation routes, playgrounds etc, it may be appropriate for affected areas to be taken out of use. If this is the case, this will be marked clearly using signs/cones/tape and information provided to ensure everyone concerned is made aware. It is not a requirement that playgrounds are cleared of snow and ice but if they remain in use, supervision levels may need to be increased; also we will consider the requirements of those staff on duty.



All staff will be made aware of the schools' risk assessment for managing the effects of snow and ice on its activities and take responsibility for following the designated paths and access routes when such conditions exist.

Further details can be found in our Risk Assessment and in Safety Advice Note (G)31.

### **PERIODS OF EXCESSIVELY HIGH TEMPERATURE**

In case of a heatwave:

#### **We will keep out of the heat**

- If a heatwave is forecast, we will try and plan our day in a way that allows us to stay out of the heat;
- Where possible, we will avoid going out in the hottest part of the day (11am-3pm);
- Where we can't avoid strenuous outdoor activity, like sport or gardening, we will keep it for cooler parts of the day, like early morning;
- Pupils and staff will be encouraged to wear a hat and light, loose-fitting clothes, preferably cotton. Plenty of drinking water will be freely available and everyone encouraged to drink more.

#### **We will try to stay cool**

- Curtains/blinds in rooms that get a lot of sun will be kept closed;
- Windows will be kept closed while the room is cooler than it is outside. They will be opened when the temperature inside rises;
- When very hot, everyone will be encouraged to splash themselves several times a day with cold water, particularly their face and the back of your neck.

#### **We will drink regularly**

- Everyone will be encouraged to drink regularly even if they don't feel thirsty – water is best – these will be freely available in school;
- We will encourage everyone to eat more cold food, particularly salads and fruit, which contain water – and ensure these are available on school menus during hot periods.

Further details can be found in our Sun Safety Procedures and in Safety Advice Note (G)31.

More information can be found on the Department of Health website - [www.dh.gov.uk](http://www.dh.gov.uk) - or the articles on dehydration, sunburn and heatstroke on the NHS Direct website <http://www.nhsdirect.nhs.uk>

### **GAS LEAKS OR SUSPECTED GAS LEAKS**

If you smell gas, or suspect there is a gas escape, we will follow the procedures below:

1. Notify the head teacher / senior member of staff of the incident;
2. Do not operate any electrical switches, either "ON" or "OFF";
3. Extinguish all sources of ignition;
4. Check gas taps on any cookers and fires to make sure that they have not been left on accidentally;
5. If the smell persists, Shut off the gas supply at the meter control valve located at box by bike shed;
6. If you can still smell gas, ensure that all pupils, visitors and staff are moved to a place of safety. If necessary, evacuate the building;
7. Open all doors and windows to disperse any gas and leave them open until the situation is back to normal.
8. Telephone **TRANSCO** on **0800 111 999**;
9. If advised to do so by TRANSCO telephone the **FIRE & RESCUE SERVICE**.

### **ENVIRONMENTAL POLLUTION**

It is the responsibility of the Governing body to ensure appropriate environmental protection measures are in place. All cases of environmental pollution by overflow or spillage will be recorded and reported. This will be done via a V3 Accident Form, a copy of which will be forwarded to the Corporate Health and Safety Team.

Causes of Environmental Pollution include:

- Overflow of oil containers;
- Overflow of sewage tanks including slurry tanks;
- Spillage of 20 litres or more of any chemical covered by COSHH;

- Noise.

Following an incident, any spillages, contaminated materials or fire fighting water, will be disposed of in the correct manner. Contaminated water will not be disposed of in a drain without prior permission. (Maximum penalty £20,000).

If off-site disposal of solid liquid or waste is required, a registered carrier of waste will be used and the movement documented. Advice will be sought from the Environment Agency Tel: 0800 807060.

#### Chemical Spills:

- If it is safe to do so identify the substance spilled and take necessary action to minimise contamination if trained to do so;
- It may be necessary to evacuate the room and ensure windows are opened;
- If spill is severe, evacuate part or all of the building, using fire drill procedures if necessary;
- Move all persons to a safe location, and call the emergency services. The Fire & Rescue Service are the lead agency in dealing with chemical / toxic / hazardous spillage incidents;
- If severe spill is immediately outside the building:
  - Follow procedures to contain all persons within the building;
  - Ensure all doors and windows are closed;
  - Switch off fans or air conditioning;
  - Avoid using electrical equipment in case sparks are produced;
  - Do not smoke.

**FURTHER DETAILS OF THESE EMERGENCY PROCEDURES AND OTHERS CAN BE FOUND IN THE SCHOOL CRISIS MANAGEMENT PLAN**

## 3.24 Slip, Trip and Fall Avoidance

### References

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

### Procedures

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

### Hazard Identification

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

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

### Control Measures

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

▪ **Controls for Slip Hazards**

These will include:

- use of non-slip floor surfaces;
- avoid the use of loose rugs and mats where not appropriate (a fixed covering should be used in entrances);
- restrict/authorise access to areas where floors are wet after cleaning or where spillages have occurred;
- use appropriate warning signs;
- instil in staff the need to clear up any spillages immediately and provide them with the means to do this;
- avoid the use of loose rugs and mats;
- have procedures/guidance for ensuring clothing and footwear of staff is appropriate;
- have procedures for de-icing/gritting external footpaths;
- provide suitable footwear if working environment requires it.

▪ **Controls for Trip Hazards**

These will include:

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

▪ **Controls for Fall Hazards**

These will include:

- design work environments to eliminate/reduce risks;
- instil in staff and pupils the need to look where they are going, especially on stairs and around corners, and never to read whilst they are walking;
- provide secure and obvious handrails for all steps and stairs – on both sides if appropriate/necessary for stability;
- clearly mark step and stair edges;
- carry out planned preventive maintenance programmes to ensure all floor and other entry and exit routes have flat, even surfaces;
- ensure good levels of lighting in high risk areas, such as stairways and external routes;
- remove or move protruding or obstructing items of furniture or equipment, especially at low level;
- instil in staff and pupils the need to open doors carefully, especially if there is no vision panel.

**Information, Instruction and Training**

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

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

The HSE 'Watch Your Step' E-Learning Package can be used where appropriate [Click here to access.](#)

**Monitoring**

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

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

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

#### **Review and Revision**

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

### **3.25 General Housekeeping**

#### **References**

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

#### **Procedures**

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

### **3.26 Supporting Pupils at School with Medical Conditions**

*Refer to the school's Supporting Pupils at School with Medical Conditions Policy and Procedures held separately.*

### **3.27 Control of Contractors**

#### **References**

Safety Advice Note (G)18a  
CCC Health & Safety Code of Practice for Contractors  
CCC Safety Procedures No. 18

#### **Procedures**

In the event of extensive work being undertaken on the premises, contractors will meet with the Head teacher, members of the governing body and representatives from the managing agent. Contractors are to be issued with a Safety Information for Contractors form which outlines the areas of school policy, which could affect them. This form must be signed by the contractors before they can begin work. A Risk Assessment should be carried out by the contractor, prior to the commencement of the work and they must notify the Head teacher of any additional hazards they may create during the course of their work.

Contractors are referred to the school Asbestos Register, which highlights the known and suspected areas that may contain asbestos before any **intrusive** works commence.

If the work being carried out has a dangerous element, it must not be carried out at times when the children are in the vicinity and could be affected. Children should be warned to keep away from any vehicle that may be in the playground. The Head teacher is the designated person who monitors the contractors throughout their time on the premises.

Further guidance on dealing with contractors is provided in Safety Advice Note (G)18a, held in the Office.

All works are carried out by competent contractors in line with the CCC Health & Safety Code of Practice for Contractors. Head teacher is responsible for checking (to the best of their ability) the competence and safety awareness of **any** contractors that employed by following these general guidelines:

- past performance, reputation and satisfactory work in school or other Council premises;
- submission of suitable and sufficient risk assessments/method statements;
- membership of trade bodies (e.g. Gas Safe Registered, ECA, IET etc.);
- accreditation by trade bodies etc;
- general health and safety awareness;
- they must be properly insured and will indemnify the School for any claim, etc.

### 3.28 Construction Work

#### References

Safety Advice Note (G)18b  
Construction (Design & Management) Regulations (CDM) 2007  
CCC Safety Procedures No. 18

Construction work be can defined as redecoration, roof work, rewiring, general refurbishment and the building of extensions etc.

**ALL** construction work is covered by the Construction (Design and Management) Regulations 2007 regardless of the scale of the project or duration of the work.

Prior to any construction work being carried out the Head teacher should:

- check the competence and resources of all appointees;
- ensure there are suitable management arrangements for the project;
- allow sufficient time and resources for all stages;
- provide pre-construction information to designers and contractors.

In the case of **notifiable** projects i.e. construction work which will last more than 30 working days or involve more than 500 person days, Clients must appoint a competent CDM Coordinator. Those Clients without construction expertise should rely on the CDM Coordinator's advice on how best to meet their duties, but the CDM Coordinator will need the Client's support and input to be able to carry out their work effectively. The Client can no longer appoint an Agent to take over his/her duties. The Client remains ultimately responsible for ensuring that Client duties are met.

The client's key duties for notifiable projects, in addition to those general duties listed above, are to:

- select and appoint a competent CDM Coordinator (who must notify the HSE of all Notifiable Projects);
- select and appoint a competent Designer;
- select and appoint a competent Principal Contractor;
- make sure that the construction phase of the project does not start unless there are suitable welfare facilities and the construction phase plan is in place;
- retain and provide access to the Health and Safety File (see below);
- check the competence and resources of all appointees;

- ensure there are suitable management arrangement in place for the project;
- allow sufficient time and resources for all stages of the project;
- provide pre-construction information and any other information promptly to designers and contractors.

We use a simple Competency Questionnaire to assist us when assessing the competence of Contractors and CDM Coordinators employed during construction, and other works (sample included in General Safety Series G18b on the KAHSC website).

If the construction work is being organised by the School Governors/Head teacher, you are the Client. If the work in school is being organised by another Local Authority Department e.g. Children's Services, then the LA remain the Client and carry the responsibilities of the Client.

Further guidance can be found in Safety Advice Note (G)18b.

### **3.29 Premises Management - Safety and Suitability of Premises, Environment and Equipment**

#### **References**

Provision and Use of Work Equipment Regulations 1998  
Workplace (Health, Safety and Welfare Regulations) 1992  
School Premises Regulations 2012  
CCC Safety Advice Notes and Safety Procedures Manual  
KAHSC Codes of Practice  
School Buildings Register  
School Child Protection Policy  
Compliance Monitoring in Council Buildings [Click here to access](#)

#### **Procedures**

We will ensure that our premises, including outdoor spaces, are fit for purpose. Spaces, furniture, equipment and toys will be safe for children to use and premises will be secure. We will keep premises and equipment clean, and be aware of, and comply with, requirements of health and safety legislation (including hygiene requirements). Other procedures within the school Health and Safety Policy Arrangements cover identifying, reporting and dealing with accidents and first aid.

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

We operate a strict no smoking policy, which prevents smoking in a room, or outside play area, when children are present or about to be present. Further guidance can be found in our Smokefree School Procedures.

We will only release children into the care of individuals who have been notified to us by the parent.

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

Children will be kept safe while on outings, and we obtain written parental permission for children to take part in outings. We assess the risks or hazards which may arise, and identify the steps to be taken to remove, minimise and manage those risks and hazards. The assessment includes consideration of adult to child ratios. We consider what additional measures are necessary when children stay overnight. Detailed guidance can be found in our Educational Visits Procedures.

All staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light – see Defect Reporting. We operate within a whole school community ethos and welcome comments from pupils/students, parents and others about areas that may need improvement as well as what we are doing well. All employees are required to inspect visually their work equipment and to report any faults before use and not to use equipment if it is deemed unsafe. Any faulty piece of equipment will be taken out of service, labelled as out of service, and moved to an area where it cannot be used. It will not be returned to normal use unless it has been checked by a competent person and repaired if necessary. No private equipment is to be used unless it has been deemed safe by a competent person. Refer to Electrical Safety for further information.

The Premises Team will undertake health and safety inspections of the school buildings, grounds and activities on at least an annual basis to ensure defects are identified and actions taken to remove them. Governors will also monitor the effectiveness of the implementation of the Health Safety Policy by undertaking documented Governor Health and Safety Monitoring throughout each school year – refer to Monitoring and Inspection of the Workplace, Systems and Procedures for further details.

We will take all reasonable steps to prevent unauthorised persons entering the premises. Appropriate checks will be undertaken in respect of visitors and volunteers coming into school. Visitors will be expected to sign in and out via the visitor's log and to display a visitor's badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance. Detailed guidance can be found in our Procedures for Security and Lone Working and within the school Child Protection Policy.

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

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

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

### 3.30 Specific Plant and Equipment Maintenance and Examination

| Types of Equipment   | Inspection Required   | Frequency   |
|--|---|---|
| <p><b>PHYSICAL EDUCATION EQUIPMENT</b></p> <p><b>Indoor Equipment</b><br/>Fixed and Hinged Wall Bars<br/>Vaulting Equipment<br/>Upholstered Equipment (stools, benches, etc.)<br/>Mats<br/>Spring Boards etc.</p> <p><b>Outdoor Equipment</b><br/>Log Frames<br/>Trim Trails<br/>Play area surfaces<br/>Slides<br/>Swings<br/>See Saws<br/>Adventure trails etc.</p> | <p><b>Level 1</b> – Staff teaching PE should carry out visual inspections.</p> <p><b>Level 2</b> – Formal inspection by staff member.</p> <p><b>Level 3</b> – Formal inspection and servicing by a competent person/specialist contractor.</p> <p><b>Level 1</b> – Suitable staff member should carry out visual inspections.</p> <p><b>Level 2</b> – Formal inspection of equipment and surroundings by staff member.</p> <p><b>Level 3</b> – Formal inspection and servicing by a competent person/specialist contractor.</p> | <p>Daily or before use</p> <p>Termly</p> <p>Annually</p> <p>Daily or before use</p> <p>Weekly</p> <p>Annually</p> |
| <p><b>HOT &amp; COLD WATER SERVICES</b></p>  | <p><b>Level 2</b> – Flush out infrequently used outlets. All showers flushed through at the hottest temperature</p> <p><b>Level 2</b> – Monitor temperatures of hot and cold supplies from nominated sentinel outlets, record results</p> <p><b>Level 2</b> – Clean and disinfect shower heads</p> <p><b>Level 3</b> – Carry out a review of the Water Hygiene (Legionella) risk assessment. Inspect tanks and clean where required. Check and record temperatures of hot and cold supplies</p>                                 | <p>Weekly</p> <p>Monthly</p> <p>Termly</p> <p>Annually</p>  |
| <p><b>SECURITY SYSTEM</b></p> <p>(Alarm, Access Control, CCTV, Panic Alarms)</p>   | <p><b>Level 1</b> – Visual inspection and testing. Report defects.</p> <p><b>Level 2</b> – Full operational system check of panic alarms</p> <p><b>Level 3</b> – Service and test in accordance with manufacturer’s instructions (Monitored Systems ONLY)</p> <p><b>Level 3</b> – Service and test in accordance with manufacturer’s instructions (Unmonitored Systems)</p>   | <p>Weekly</p> <p>Weekly</p> <p>6 monthly</p> <p>Annually</p>  |



| Types of Equipment   | Inspection Required  | Frequency   |
|--|--|---|
| <p><b>ELECTRICAL EQUIPMENT</b><br/>(Portable and transportable appliances)</p>             | <p><b>Level 1</b> – Visual check by user of stationary/ICT/moveable and hand-held equipment. Report any defects.</p> <p><b>Level 2</b> – Devices tested frequently by operation of device button - record.</p> <p><b>Level 2</b> –Formal Visual Inspections.</p> <p><b>Level 3</b> – Formal combined inspection and test of portable electrical equipment.</p>   | <p>Before Use</p> <p>Frequently</p> <p>As per Risk Assessment</p> <p>As per Risk Assessment</p> |
| <p><b>FIRE FIGHTING EQUIPMENT</b><br/>(All tests must be recorded in the Fire Logbook)</p> | <p><b>Level 2</b> – Visual inspection of fire extinguishers, fire blankets and hoses.</p> <p><b>Level 3</b> – Formal inspection and service by competent person/specialist contractor.</p>   | <p>Weekly</p> <p>Annually</p>   |
| <p><b>EMERGENCY LIGHTING</b><br/>(All tests must be recorded in the Fire Logbook)</p>      | <p><b>Level 1</b> – Trained person to check operation of all lamps within maintained luminaires; check the state of the indicator panels to main control/battery system/engine drive plant and report any faults.</p> <p><b>Level 2</b> – Test/inspect all emergency lighting including self-contained luminaire, internally illuminated exit signs, central battery operation and emergency lighting standby generator.</p> <p><b>Level 2 or Level 3</b> – Test/inspect all emergency lighting including self-contained luminaire, internally illuminated exit signs - Tested for 1 hour every <b>6 months</b> (3 hour units tested for ONE HOUR or 1 hour units tested for 15 MINUTES to check batteries.</p> <p><b>Level 3</b> – Once installation is 3 years old, do a full duration test on each self-contained luminaire and internally illuminated exit sign, For self-contained luminaires with sealed batteries after the first 3 yearly test the test should be carried out annually – competent person/specialist contractor.</p> <p><b>Level 3</b> – Thorough inspection and test of emergency lighting standby generator by competent person/specialist contractor.</p> | <p>Daily</p> <p>Monthly</p> <p>6 monthly</p> <p>Annually</p> <p>3 Yearly</p>                    |

| Types of Equipment  | Inspection Required  | Frequency   |
|---|--|---|
| <p><b>FIRE ALARM SYSTEM</b></p> <p>(All tests must be recorded in the Fire Logbook)</p>   | <p><b>Level 1</b> – Ensure panel indicates normal operation, report fault. Check any faults recorded from the previous day have received attention.</p> <p><b>Level 2</b> – Weekly test of call points to ensure in full working condition (different call point each week). The operation of any automatic fire doors and ‘dorgard’ type devices to be included in weekly tests (see Fire Doors below).</p> <p><b>Level 2</b> – Test of battery operated smoke detectors – keep records</p> <p><b>Level 3</b> – Formal inspection and test (including automatic heat/smoke detectors, manual call points and control panel). Also check that any structural alterations have not been made that could effect on the siting of detectors and other trigger devices.</p> <p><b>Level 2</b> – Clean out and battery change of battery operated smoke detectors</p> | <p>Daily</p> <p>Weekly</p> <p>Weekly</p> <p>6 monthly</p> <p>Annually</p> |
| <p><b>FIRE DOORS/AUTOMATIC FIRE DOORS/DORGARDS/FINAL EXITS</b></p> <p>(All tests must be recorded in the Fire Logbook)</p>                  | <p><b>Level 1</b> – Visual checks of all fire doors, automatic fire doors and final exits.</p> <p><b>Level 2</b> – Weekly test of manual call points to include the operation of any automatic fire doors and ‘dorgard’ type devices (see Fire Alarm System above).</p> <p><b>Level 2</b> – Visual inspection of all fire doors, automatic fire doors and final exit doors looking for obvious signs of damage including:</p> <ul style="list-style-type: none"> <li>▪ Door closers working</li> <li>▪ Open/Close properly</li> <li>▪ Fit in frame properly</li> <li>▪ No gaps between double doors</li> <li>▪ Intumescent strips and smoke seals not missing or damaged</li> <li>▪ Doors not damaged</li> <li>▪ Final Exits easily opened without the use of a key</li> <li>▪ Automatic fire doors operating effectively</li> </ul>                             | <p>Daily</p> <p>Weekly</p> <p>Monthly</p>                                 |
| <p><b>VENTILATION SYSTEMS</b></p> <p>General dilution ventilation including Extractor fans, kitchen extraction (<b>not</b> LEV systems)</p> | <p><b>Level 3</b> – Inspect in accordance with manufacture’s requirements – competent person/specialist contractor</p> <p><b>Level 3</b> – Clean and Service - competent person/specialist contractor</p>  | <p>Annually</p> <p>Annually</p>   |

| Types of Equipment   | Inspection Required   | Frequency  |
|--|---|--|
| <p><b>BOILERS/HEATING PLANT and ASSOCIATED EQUIPMENT</b></p>   | <p><b>Level 1</b> - Operate and carry out visual inspection and report defects, including:</p> <ul style="list-style-type: none"> <li>▪ In the boiler house/plant room</li> <li>▪ Safety checks for oil/water/gas leaks</li> <li>▪ General checks for unusual noises</li> <li>▪ Control panels for indicator lamp failure; panel door is closed and locked</li> <li>▪ Check boilers are operating</li> <li>▪ Check fans are operating</li> <li>▪ Ensure clear access to all plant items</li> <li>▪ Remove to storage such items as ladders, desks etc.</li> <li>▪ Clean and tidy boiler house/plant room</li> <li>▪ Ensure safety guards are secure</li> </ul> <p><b>Level 2</b> – Service in accordance with manufacturer’s instructions</p> | <p>Daily</p> <p>Annually</p>                                 |
| <p><b>GAS INSTALLATION AND APPLIANCES</b></p> <p>Including boilers, pipework and gas supply to labs/D&amp;T etc.</p> | <p><b>Level 1</b> – Check for signs of leakage from pipework, valves, taps and heat emitters, leakage of fumes, fixing security of gas appliances.</p> <p><b>Level 3</b> – Gas Lab Safety Check in all Laboratories and to equipment in D&amp;T.</p> <p><b>Level 3</b> – Servicing and testing of appliances in accordance with manufacturer’s recommendations (to include any school/caretaker’s houses). Certificate of testing of gas appliance to be left on premises.</p> <p><b>Level 3</b> – Pressure testing of distribution pipework from meter to final appliance (to include any school/caretaker’s houses).</p>  | <p>Daily</p> <p>Annually</p> <p>Annually</p> <p>5 yearly</p> |
| <p><b>OTHER ACCESS EQUIPMENT</b> including Ladders, Stepladders, Step Stools etc.</p>                                | <p><b>Level 1</b> – Visual Inspection by user. Report defects.</p> <p><b>Level 2</b> – Formal visual inspection by trained person. Report defects and replace equipment as necessary.</p>   | <p>Before Use</p> <p>Monthly</p>                             |
| <p><b>THEATRE/STAGE LIGHTING</b></p>   | <p><b>Level 1</b> – Operate and carry out visual inspection</p> <p><b>Level 3</b> – Carry out electrical test as part of the Premises Licence (if applicable) – to cover portable appliances (where appropriate) and fixed wiring.</p>  | <p>Weekly</p> <p>Annually</p>                                |
| <p><b>KITCHEN EQUIPMENT</b></p>  | <p><b>Level 1</b> – Visual inspection, defects reported and logged.</p> <p><b>Level 3</b> – Inspection and service of all fixed gas and electrical equipment by suitably competent contractor Gas Safe Registered (gas equipment) and/or NICEIC or NAPIT (electrical equipment)</p>   | <p>Before use</p> <p>Annually</p>                            |

| Types of Equipment                   | Inspection Required  | Frequency  |
|--------------------------------------|--|--|
|                                      | <b>Level 3</b> – Inspection and cleaning of canopies.  | Annually   |
| <b>FOOD TECHNOLOGY</b>               | <p><b>Level 1</b> – Visual inspection of equipment.</p> <p><b>Level 2</b> – Formal inspections of environment and equipment including checking that gas ovens have safety chains fitted.</p> <p><b>Level 3</b> – Service of gas equipment (Gas Safe Registered Contractor)</p> <p><b>Level 3</b> – Breakdown maintenance contracts in place for gas and electric cookers</p> <p><b>Level 3</b> – Inspection of the electrical cooker (wiring) to be included in the 5 Year Fixed Electrical Test</p> | <p>Before use</p> <p>Termly</p> <p>Annually</p> <p>As required</p> <p>5 Yearly</p> |
| <b>CONVECTOR HEATERS</b>             | <p><b>Level 1</b> – Visual inspection, defects recorded and reported</p> <p><b>Level 3</b> – Equipment to be inspected and cleaned</p>   | <p>Termly</p> <p>Annually</p>  |
| <b>ASBESTOS CONTAINING MATERIALS</b> | <p><b>Level 1</b> – Routine visual checks</p> <p><b>Level 2</b> – Inspection of known and presumed asbestos containing materials in the building using the Asbestos Monitoring Sheet developed for each school.</p>  | <p>Daily</p> <p>Termly</p>   |

## 3.31 Glazing

### References

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

### Procedures

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

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

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

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

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

- A systematic check of the school premises was undertaken by the LA in around 2002/03 to ensure that all areas of glass, which may be liable to impact, were identified.
- Care was taken to ensure that high-level glazing which could break and injure those below, cause damage to machinery or have an undesirable effect on the area below e.g. a swimming pool, was also identified and replaced with that which breaks safely.
- Glass in critical locations was replaced with materials as indicated above.
- Wired glass inherent in fire doors has been replaced with Georgian wired safety glass.
- Where there are large uninterrupted areas of transparent glazing, steps have been taken to identify its presence e.g. by marking or etching the glass to make it apparent to those who might reasonably assume direct access between locations which are separated by glazing.
- Windows and doors are adequately maintained to ensure that they open easily and without effort.
- Those individuals opening windows are not put at risk of falling either through the glass or the subsequent opening.
- Window restrictors have been fitted where the risk of falling from a window opening is apparent. Windows do not open directly onto traffic routes in such a manner that individuals are liable to collide with them.
- Artwork or other material never obscures viewing panels in doors.

### Environment

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

### Competence

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

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

#### **Monitoring and Review**

This ensures that when a piece of glass needs to be replaced in the future, it is replaced with that of a similar nature.

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

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

### **3.32 Preventing Finger Trapping Incidents**

#### **References**

Workplace (Health, Safety and Welfare) Regulations 1992  
KAHSC General Safety Series G44 – Preventing Finger Trapping Incidents

#### **Procedures**

A Risk Assessment has been undertaken to determine the risk of finger trapping incidents at Levens CE School. Our risk assessment was based on:

- A review of school accident records to establish any doors that may have been involved in finger trapping incidents or near misses (risk assessment reviewed regularly);
- The pupil age group and other characteristics such as special educational needs and behaviour in determining the level of risk;
- Ensuring fire doors and emergency exits have not been compromised when fitting additional safety devices.
- Checking that all doors already fitted with self-closures have a two stage closing action i.e. rapid initial and then slow final close which are regularly maintained.

#### **Control Measures**

The following measures are in place to help prevent finger trapping incidents:

- We try to reduce or remove the need for pupils to gather near the doors;
- We ensure that essential equipment is not positioned adjacent to or immediately behind doors e.g. a paper towel dispenser;
- We increase awareness of staff and pupils to potential risks;
- We prevent uncontrolled access to vulnerable doors.

Where such measures are not practicable, finger guarding devices have been installed

- Doors next to areas where pupils congregate/queue (e.g. in the dining hall);
- Doors near entrances;
- Doors that are susceptible to slamming from strong gusts of wind;
- Heavy doors (with or without dampening mechanisms).

Wherever possible during replacement or refurbishment of doors then the risk of finger trapping should be designed out. Where this is not possible and there is a significant risk then finger guarding devices will be fitted where required.

For both new and existing devices in schools class teachers are responsible for regularly undertaking a brief, informal visual inspection to check the condition of any protective devices fitted. Any obvious defects should be reported in the usual manner so that repairs or replacement can be undertaken.

### 3.33 Site / Building Security and Personal Safety / Lone Working

#### References

Safety Advice Note (G)16  
KAHSC General Safety Series G01 – Managing Violence in Schools  
KAHSC General Safety Series G26 – Nuisance and Trespass on School Sites  
KAHSC General Safety Series G42 – Personal Safety on Home Visits  
School CCTV Procedures  
School Child Protection Policy  
School Data Protection Policy

#### Procedures

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

An assessment of the number and type of security incidents (e.g. walkers straying on to school premises and getting into the buildings; vandalism and break-ins, unhygienic detritus such as used syringes and condoms) will highlight how much of a risk a right of way / other security issues may present. We have created a record system of these incidents to show that we are taking the hazard seriously with constant monitoring of the situation. Keeping a record of these will also highlight how much of a risk the right of way and other site access issues may present to enable us to review our risk assessment accordingly. The security risk assessment will be routinely reviewed annually by the Head teacher (or sooner should circumstances change significantly); the findings will also be used in the review of these Security Procedures.

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

#### Reception (Main Entrance)

- The main building only has a single access entrance via a reception desk. Signage directs all visitors to this entrance. Every visitor to the school is channelled through reception. Even when the office staff is not on duty full time, reception remains the point to which all enquiries should be directed. Having one main entrance in use during the daytime makes monitoring of strangers much easier. Visitors – even parents bringing in forgotten lunches – should use that main door and be dealt with by a receptionist;
- Reception is a secure area and visitors cannot gain access to other parts of the school without being challenged or at least seen by a member of staff;
- Main entrance doors are fitted with a remote access intercom so that visitors can be seen prior to being allowed entry. Only authorised visitors are allowed access;
- Designated entrances restricted for staff use have had security access control systems installed.

#### Signs

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

#### Doors/Gates

- Doors are secured from the inside but the locking mechanisms to doors that may be used in the escape from fire are fitted with locks capable of being opened without a key by those escaping from the fire;
- Any door to which a lock or securing device, e.g. a push pad panic latch, night latch, etc. is fitted, is capable of being opened by any occupant of the building including children;
- The Fire and Rescue Service will allow a 'cabin hook' or a simple sliding 'bolt' to be fitted to both internal and external doors in the event that a pupil tries to leave the building without permission or authorisation. In the

unfortunate event of a fire and the pupils being unsupervised, they are still able to access and open the external door in an emergency. Generally, these security devices are installed in order to slow down the exit of a pupil rather than prevent exit altogether;

- Doors with latches or digital locks also have automatic door closers fitted. These are capable of engaging a latch effectively but the last few inches of travel has been damped to ensure that fingers are not caught in a rapidly closing door.
- The school gates are closed during school hours;
- Keypads are placed on all main entrances and are in force when children are in the building;
- The building is checked by the last staff keyholder, ensuring all windows and outside doors are secure;
- We ensure that supervision rotas take account of monitoring the premises' access and egress points and pupil safety in non-lesson time and that visitor admittance procedures are maintained and staffed throughout break and lunchtimes.

#### **Intruder alarm system**

- Levens CE School has an Intruder alarm installed. This is not a monitored system.
- The alarm is set by the last person leaving at the end of every day/work period.
- The electronic intruder alarm system is maintained as per manufacturer's instructions e.g. annual service contract with Westmorland Fire and Security and records are held in the Buildings register.

#### **Security Lighting**

- Floodlighting covers frequently used footpaths and entrance and exit doors adjacent to car parks.
- Security lighting has been installed externally – the aim of this is to act as a deterrent by assisting casual surveillance of the premises.
- Michael Medcalf is responsible for regularly checking external lighting and burglar alarms. Any faults will be reported to Head teacher / Debbie Coker for action in line with our Defect Reporting Procedures.

#### **Anti-Climbing Measures**

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

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

- Signs have been displayed warning that it is dangerous to climb onto roofs and where there are skylights (and other fragile roof structures) 'Fragile Roof Warning Signs' are prominently displayed;
- Tree branches close to low level roofs are maintained and trimmed back when necessary.

#### **Security**

- Doors and entrances are maintained in sound physical condition. The Premises Team regularly monitor the condition of perimeter walls and fencing and external access doors/gates.

#### **Visitors/Contractors Book/Badges**

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

#### **Pupil and Staff Signing in Out Procedures**

- The School operates a signing in /signing out system for all pupils who arrive late;
- Pupils who wish to leave the site during the school day must have written permission.



### **Fire and Arson Prevention**

- Sheds and other external buildings are kept locked and sited, where possible, away from buildings;
- External litter bins are not fixed to walls or under roofs constructed of combustible materials, but sited away from the school.
- Regular checks are made to ensure shrubs and undergrowth is not allowed to encroach against buildings as they are when dry a source of ignition.

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

### **Cultivating a Positive Safety and Security Attitude**

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

### **Cooperation with third parties, extended services and community groups**

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

Community use/extended school activities – Although not extensive use, community groups may use facilities at the end of the school day. Risk assessments as part of induction arrangements are carried out. No hirer will be allowed to use the school facilities unless they fully comply with the security risk assessment.

### **Supervision**

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

- *School field* – access to school field for PE – always under control of staff. Staff would professionally challenge any person not wearing a photo ID or school visitor badge. As communication is not easily possible whilst on the fields, supervisors in this location will use their mobile phone;
- *Lunchtime* – children use school field that could be accessed by a person walking past the authorised entrance, always under control of staff;
- *Playground* – our main access route to the school is through the playground. This area is only used under staff supervision at break and lunch;
- *Auxiliary blocks* – these cannot be secured by electronic means. Supervision rota for breaks and lunchtime.

### **Personal Safety / Lone Working**

- Lone Working Risk Assessments are undertaken for staff where there is a security risk due to the need to work alone; staff at high risk will receive appropriate training/instruction;

- Procedures have been established for staff and employees who may be working on the premises alone or isolated in separate parts of the building(s). These procedures also take into account cleaning staff and staff on duty during further education sessions;
- The school is fitted with an alarm. The alarm must be set by the last person leaving at the end of the day/work period;
- The building must be checked by the last person leaving, ensuring all windows and outside doors are secure;
- Staff working late, should ensure doors are locked, notify someone responsible (i.e. a family member or a colleague) of their presence in school and give an indication of the time they will be leaving and the time they are expected home;
- Michael Medcalf is responsible for regularly checking external lighting, panic alarms and burglar alarms. Any faults will be reported to Head teacher and recorded in the Defects book for action;
- The reception teacher carries out Home visits with another member of staff. Other staff are informed of their whereabouts and regular contact is maintained with school;
- Working at height or work with dangerous materials is NOT permitted if lone working.

#### **Cash Handling, Storage & Carriage**

- We encourage payment by cheque or debit/credit cards to avoid the handling or storage of cash;
- Holding large amounts of cash in school will, where possible, be avoided;
- When it is necessary to hold large amounts of cash, the cash will always be kept in a locked filing cabinet / drawer in a secure location suitable for holding that particular amount of cash;
- The following guidelines have been adopted in relation to keys for security cabinets or any other keys, which give access to property of intrinsic value:
  - the number of staff having such keys is kept to a minimum;
  - during the normal working day, if practicable, keys should be kept in a secure location;
  - It is not possible to identify what the keys are for by looking at a label or tag attached to it. The keys are otherwise marked so that only authorised users know or are able to establish what they are for;
  - The issuing of school master keys to staff is strictly limited. Details of all keyholders are held by Head teacher.
- Counting money will be done in a room away from public view;
- Cash held on premises which is used from time to time for payments etc. will be reconciled as frequently as circumstances dictate;
- Wherever possible, staff travel to the bank or post office by car;
- Cash is disguised in a bag or other holdall and staff instructed to ensure it is hidden or covered in the car;
- Persons responsible for carrying cash on school business are not expected to put themselves at risk by resisting any person who is attacking or threatening them. They should concentrate on observing the attacker to assist in the subsequent police investigation.

#### **Medicines**

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

#### **Security of Laptops and other Valuables**

- Parents and pupils are regularly advised not to bring or allow children to bring valuable belongings into school;
- Secure areas are available for staff possessions;
- The following procedures are followed to help reduce the risk of opportune thieves taking laptops and other high value equipment from school:
  - The ICT asset register is regularly reviewed to take account of any new equipment;
  - We do not advertise details of our ICT assets on our school website or newsletters. We do not inform the local press when we purchase a lot of new equipment;
  - All high value equipment has been marked with the postcode and the name of the school. The markings are visible and difficult to remove or disguise;
  - If any of our mobile ICT is stolen, we will alert the police as soon as possible.
  - Where we have any concerns about the security of our school and the equipment within it we will contact our local Crime Prevention Officer by dialling 101 and asking for the Crime Prevention Service.

### **3.34 Safe Use of Play Equipment**

#### **References**

European Standards BS EN 1176:2008 and BS EN 1177:1998

DfEE – “Playground and Safety Guidelines”  
API – “Guide to Outdoor Play Area Installation”  
Institute of Leisure and Amenity Management – “Outdoor Play Areas for Children”  
National Playing Fields Association – “Towards a Safer Adventure Playground”  
ROSPA – “Children’s Playgrounds”  
ROSPA – “A Guide to the New European Playground Equipment and Surfacing Standards”  
Compliance Monitoring in Council Buildings

### **Procedures**

The school playground provides opportunities for young people to engage in active play in addition to experiencing quiet and environmental areas. Opportunities for balancing, climbing, hanging and swinging are planned both within the physical education curriculum and during play breaks outside.

### **Supervision:**

Children will be supervised at all times whilst using outdoor play equipment; risk assessments will be conducted to determine the appropriate number of people required to supervise play areas (this takes into account observation points, line of sight etc.)

Supervising staff are made familiar with the equipment, the rules for use and of the ability of the children.

### **General guidelines:**

At Levens CE School, we will follow the guidelines below.

- The pupils will be educated about the use of climbing equipment;
- Staff on duty will ensure that outdoor play equipment is visible and can be appropriately supervised when in use;
- Staff on duty will make checks for defects and report them as appropriate;
- Staff will ensure pupils behaviour appropriately – refer to the Whole School Behaviour Policy for details of sanctions;
- Apparatus will only be used at appropriate times when supervised.

### **Clothing/Footwear:**

- Suitable clothing should be worn. Hazards can arise from - unfastened coats, woollen gloves, scarves, ties;
- Appropriate footwear must be worn. Hazards arise from - slippery soles, open toed and sling back sandals, heels and untied laces.

### **Zoning of Activities:**

Consideration has been given to the range of activities occurring within the playground area, eg Ball games/chasing games are encouraged away from the climbing area.

### **Play Equipment Standards:**

- All **new** outdoor play equipment is designed, constructed, installed and maintained in accordance with European standards BS EN 1176 and BS EN 1177.
- The independent competent person carrying out annual inspection and maintenance [insert name of contractor] will advise whether any alterations need to be made.
- In order to ensure compliance, Levens CE School only uses manufacturers/contractors with appropriate play industries registration when planning to install new outdoor play equipment. We will also check that companies have API (Association of Play Industries) or BSI registration for equipment manufacture and installation.
- Scrambling and climbing elements do not exceed 3 metres; for children below 5 the height does not exceed 1.6m.

### **Inspection and Maintenance:**

BS EN 1176 recommends that all outdoor play equipment be inspected and maintained on a regular basis. At Levens CE School such inspection and maintenance is at 3 levels:

- **Level 1 Checks** – Daily / pre use checks by staff (these do not require formal recording). All staff with playground duties are responsible for checking equipment and surfacing before use, concentrating on the following points:
  - No evidence of obvious wear / damage;
  - Area safe from health hazards e.g. needles, glass, faeces;
  - All fastening tightly secured;
  - No broken chains, stretched links or loose or twisted shackles;
  - Uprights unbroken and firm in the ground.

Where any defects / hazards are identified appropriate steps will be taken to prevent use until problems have been satisfactorily resolved.

- **Level 2 Checks – Weekly Formal Inspection (in-house)**  
A more thorough check of the equipment will be conducted on a weekly basis by Michael Medcalf and reported to Head teacher / Debbie Coker.
- **Level 3 checks – annual inspection**  
A detailed certified inspection by an independent competent person capable of inspecting to BS EN 1176 and 1177 will be conducted by Playdale Ltd. Records are held in the Buildings Register

Such checks ensure safety and identifies any improvements required in terms of the European standards. Debbie Coker / Head teacher is responsible for ensuring any recommended repairs are undertaken, or the equipment taken out of use until funds are available to carry out the repairs or improvements.

### 3.35 Window Blind Cords and Chains

Window blind cords and chains can pose a strangulation risk for young children. We have identified the presence of any looped cord or chained window or door blinds and when new blinds are ordered, we will select blinds which do not contain cords or have concealed cords.

### 3.36 Dog Fouling

#### References

The Local Government (Miscellaneous Provisions) Act 1982

#### Procedures

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

Warning Trespass Signage could be displayed as needed:

**WARNING**  
PROHIBITION OF DOGS AND UNAUTHORISED SPORTS USE - SECTION 40 LOCAL GOVERNMENT  
(MISCELLANEOUS PROVISIONS) ACT 1982.

IT IS AN OFFENCE TO TRESPASS AND TO CAUSE NUISANCE OR DISTURBANCE ON EDUCATIONAL  
PREMISES.

ANY PERSONS ENTERING ANY PART OF THESE PREMISES OR GROUNDS WITHOUT LAWFUL  
AUTHORITY WILL BE PROSECUTED.

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

### **Stray Dogs**

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

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

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

### **Clean-Up - Advice to Staff**

When removing the offending material, staff are advised to avoid direct skin contact with the faeces and they must wear gloves. They will remove the faeces and dispose of them by bagging them and placing them in the general refuse.

## **3.37 Grounds Maintenance**

### **References**

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

### **Procedures**

- Levens CE School has a fixed term contract in place with D. Abel for grounds maintenance i.e. grass cutting, weed control/spraying of pesticides and the erection of fixed goal posts on sports fields;
- Hazardous activities such as grass cutting using ride on mowers, refuelling, spraying of pesticides etc. is only ever permitted when children (and others who may be at risk) are not in the vicinity.

## **3.38 Educational Visits and Activities**

### **References**

OEAP National Guidance [www.oeapng.info](http://www.oeapng.info)  
CCC Policy for the Management of Outdoor and Experiential Learning Educational Visits  
EVOLVE system

### **Procedures**

*Refer to the school's Educational Visits Policy held separately.*

## **3.39 School Meal Provision**

### **References**

Education Act 1996  
Schools Standards and Framework Act 1998  
The Requirements for School Food Regulations 2014 – *come into force 01 January 2015*  
DfE School Food in England – Departmental Advice for Governing Bodies July 2014

### **Procedures**

Our school meal providers send us with written documentation that they have met the standards and analytical values of the meals they provide.

### 3.40 Food in the Curriculum – Food Technology

- Appropriate risk assessments must be in place for food technology activities, the working environment and machinery/equipment;
- Any staff member involved in the handling or preparation of food should have some form of food hygiene training.
  - CIEH **Level 1** Food Safety Award (or equivalent) is designed for staff handling very low risk foods such as wrapped foods, fresh fruit etc. and for 'waiting on' staff. This MAY include nursery staff if only preparing sliced fruit for pupils or breakfast club staff only preparing toast and cereal for example.
  - CIEH **Level 2** Food Safety Award (or equivalent) is designed for staff handling higher risk foods, usually food technology staff depending on the foods they prepare and of course commercial catering staff.

Cost effective on-line training is available from Virtual College [Click here to access](#)

- Any electrical appliances used will either be included in the school's portable electrical appliance testing, or if mains wired e.g. electric cookers, will either be serviced annually or included in the 5 Year Mains Electrical Installation Inspection;
- All emergency gas and power cut-off switches must be easily identified and accessible and staff must be aware of the location and operation of the mains services;
- Portable/transportable ovens must be sited appropriately i.e. not underneath overhanging cupboards, away from combustible materials/displays especially those that are loose, away from water supplies;
- Portable/transportable ovens must never be moved when hot/warm;
- It is essential to ensure the number of pupils using particular pieces of equipment is controlled so that crowding/accidental pushing, etc. does not take place or pupil numbers reduced to prevent this;
- Oven gloves/cloths must be available and used;
- Ovens are only to be used by adults or pupils using the oven are supervised appropriate to their age range and abilities;
- Equipment, materials and tools must be regularly inspected and appropriately maintained.
- If fridges/freezers are used to store food stuffs/ingredients for food technology activities, the temperature of equipment must be checked (Fridges between 2-5°C; Freezers -18 °C or below);
- Food stuffs must be stored appropriately i.e. perishable items stored off the floor and food/ equipment shelving sealed, clean and wipeable;
- Appropriate fire fighting equipment must be located in the workroom (appropriate fire extinguisher(s) and fire blanket);
- Fire exits must be unobstructed;
- Heat generating equipment MUST be switched off after use and at the end of the each day.

### 3.41 Electrical Safety

#### References

Safety Advice Note SAN(G)17

KAHSC General Safety Series G17 – Electrical Safety

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

CCC Safety Procedures 12

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

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

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

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

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

Compliance Monitoring in Council Buildings

#### Procedures

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

#### **Acquiring Electrical Equipment**

- All new items purchased will comply with the appropriate British Standard or European equivalent.

- Second-hand acquisitions or electrical equipment lent to, or borrowed by, the school will be checked for electrical safety by using the Formal Visual Inspection Checklist found in General Safety Series G17 on the KAHSC website.
- Any mains operated equipment belonging to staff will also be checked in this way.
- However, if there is any doubt whether the equipment is safe then it should be labelled 'out of use' and withdrawn until it has been tested and declared fit for use by a competent person.
- Second-hand, borrowed and staff equipment will be recorded as being used and will be included for testing during the regular testing programme (see below).

### **User Visual Checks**

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

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

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

### **Formal Visual Inspections**

Formal Visual Inspections of electrical appliances will be undertaken by PAT testing personnel.

Formal Visual Inspections of electrical appliances will be undertaken by the Premises Committee at suitable intervals appropriate to the appliance and the environmental conditions in line with HSE guidance and General Safety Series G17 – Electrical Safety on the KAHSC website.

The formal visual inspection will include the checks listed above and also include, when disconnected from the mains supply, the removal of the plug cover and a check to ensure that:

- a properly rated fuse is being used and that it is not a piece of wire, silver paper, paper clip etc.;
- the cord grip is holding the outer part (sheath) of the cable tightly;
- the wires, including the earth where fitted, are attached to the correct terminals;
- no bare wire is visible other than at the terminals;
- the terminal screws are tight;
- there is no sign of internal damage, overheating or entry of liquid, dust or dirt.

The above does not apply to moulded plugs where only the fuse can be checked.

### **Extension Leads**

- When they are used, three-core cable will be used and the earth conductor connected;
- When being used, the following questions will be asked:
  - does the location of the lead present a tripping hazard?
  - is the maximum load marked on the extension lead?
  - will the maximum load be within the safe rating?
  - has the extension lead undergone a visual check (see above)?
  - is the lead knotted or twisted?
  - is there any strain on the cable?
  - has the lead been unwound from any cable drum?

- Extension cables will never run under carpets or through doorways;
- Extension cables will be checked as part of the regular testing programme;

- Extension cables will be regarded as temporary. Regular use may indicate the need for additional sockets.

#### **Record of Equipment**

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

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

The inventory will be kept up to date by Mrs Coker / Head teacher. When any piece of portable electrical equipment is acquired or removed from the site the record should be updated accordingly.

#### **Combined Inspection and Testing**

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

#### **Fixed Electrical Installation**

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

#### **EYFS**

Socket covers will be used in unused socket outlets in the early years and foundation stage in line with the school risk assessment.

#### **Portable Heaters / Air Conditioning Units**

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

- a) The heater/unit should be checked for defects before children are allowed into the room;.
- b) Under no circumstances are articles of any kind to be placed, stored or left on the heater/unit;
- c) Clear adherence to manufacturer's instructions concerning ventilation are to be enacted.

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

### **3.42 Gas Installation and Appliances**

#### **References**

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

#### **Procedures**

- Convector Heaters are serviced/cleaned annually by O'Connell and Bean.
- School Boilers and appliances are serviced annually by a Gas Safe Registered Engineer and records are kept in the Buildings Register.
- The gas installation will be inspected every 5 years by a Gas Safe Registered Engineer including pressure testing from the meter to the final appliance. Records will be held in the Buildings Register.
- For emergency procedures relating to Gas Leaks, refer to our 'Other Emergency Procedures' and the Crisis Management Plan.

### **3.43 Standards for School Premises**

#### **References**



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

## **Procedures**

Levens CE School follows advice from the DfE in relation to the School Premises Regulations 2012, which came into force on 31 October 2012.

### **Toilet and Washing Facilities**

- Toilet and washing facilities are provided for the sole use of pupils;
- Separate toilet facilities for boys and girls aged 8 years or over are provided (except where the toilet facility is provided in a room that can be secured from the inside and that is intended for use by one pupil at a time);
- Where separate facilities are provided for pupils who are disabled, they may also be used by other pupils, staff and others employed at the school, and visitors, whether or not they are disabled;
- Our current provision of one toilet and washbasin for every ten pupils under 5 years old and one toilet and washbasin for every twenty pupils aged 5-11 this meets the requirement of the Regulations and will be reviewed again if pupil numbers significantly alter.
- This satisfies the Statutory Framework for the Early Years Foundation Stage, which says that an adequate provision is usually one toilet and one washbasin for every ten children over the age of two.

### ***General planning:***

Toilet facilities are planned and designed so that:

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

### ***Facilities for disabled pupils:***

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

### ***Changing accommodation and showers for pupils:***

We do not have designated changing rooms for pupils.

### ***Toilets and washing facilities for staff:***

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

### **Medical Accommodation**

Suitable accommodation is provided in order to cater for the medical and therapy needs of pupils in the foyer area including accommodation for:

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

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

### **Health, Safety and Welfare**

Levens CE School aims to provide accommodation to pupils, staff and visitors alike with reasonable:

- temperatures i.e. workrooms will be at least 16°C unless much of the work involves severe physical effort in

which case the temperature will be 13 °C (or where it is impractical to maintain these temperatures i.e. where food has to be kept cold);

- ventilation;
- cleanliness;
- workstations and seating.

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

**Fire Safety:**

Refer to the school Procedures for Managing Fire Risks.

**Pupils with special educational needs:**

Reference should be made to the following documents:

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

**Building Work:**

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

**Acoustics:**

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

**Lighting:**

- The lighting in each room or other internal space is suitable, having regard to the nature of the activities which normally take place therein;
- External lighting has been provided in order to ensure that people can safely enter and leave the school premises;
- Blinds / curtains are in place to block sunlight, to avoid glare, excessive internal illuminance and summertime overheating;
- Emergency lighting has been installed in areas accessible after dark.

**Water supplies:**

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

**Outdoor space:**

Suitable outdoor space is provided in order to enable:

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

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

### 3.44 Smokefree School Policy

**1. Aim**

To create a Smokefree environment at Levens CE School.

## 2. Objectives

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

## 3. Rationale

- Smoking is the single most preventable cause of premature death and ill health in the UK.
- Second Hand smoke – ‘breathing other people’s tobacco smoke’ causes at least 1,000 people to die a year. It has been shown to cause lung cancer, heart disease and cause the onset of asthma, chest and ear infections and cot death in children. It also leads to over 50 children being admitted to hospital per day. 80% of smokers take up the habit as teenagers with 450 children starting smoking every day. (ASH)
- The Government’s ‘Smoke Free (Premises and Enforcement) Regulations 2006’ state that all public places and work places will be smoke free.
- The school, under the Health and Safety at Work Act (1974), has a duty of care to provide a healthy working environment.
- Everyone has the right to a smoke-free environment.
- Schools have a major role to play in health education and prevention.
- Young people need to receive consistent messages and require non-smoking role models within the school. It has been shown that the biggest factor affecting youth smoking is prevalence of adult smoking and young people’s exposure to seeing smoking. (ASH, 2004)

## 4. Restrictions on smoking within the workplace

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

## 5. Designated smoking areas

- There will be NO designated smoking areas provided within the school premises;

## 6. Facilities for Smokers

No facilities for smoking in the workplace will be provided although support will be given to smokers to assist them to stop smoking;

## 7. Vehicles

- Employees are asked to refrain from smoking in their own vehicles, when used on school business and when carrying passengers;

## 8. Help with smoking cessation

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

#### 9. Education and Publicity

No Smoking Signs will be displayed in school areas to create a positive visual message which supports a Smokefree working environment.

### 3.45 Monitoring and Inspection of the Workplace, Systems and Procedures

#### References

OHSAS 18001 Occupational Health and Safety Management Systems  
HSG 65 Successful Health and Safety Management  
Termly Governor Monitoring Packs  
Compliance Monitoring in Council Buildings  
CCC Safety Procedures No. 5 and 13

#### Procedures

##### **Inspections:**

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

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

The Premises Team will be involved / undertake a health and safety inspection of the school buildings, grounds and activities every term and report back to the full governing body meetings. Findings of inspections will be recorded using the Governors Health and Safety Inspection Checklist. Any corrective actions required following these inspections will be reported to the Head teacher and either immediate action taken, or issues added to the plan for future action. Responsibility for following up items detailed in the safety inspection report will rest with the Head teacher.

##### **Monitoring and Review:**

Governors will also fulfil their obligation to monitor the effectiveness of the implementation of the Health Safety Policy by undertaking documented Governor Health and Safety Monitoring throughout each school year.

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

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

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

The review will also consider whether the policy continues to be appropriate (termly Governor Monitoring as discussed above). It will establish new or updated objectives for continual improvement, appropriate to the coming period, and consider whether changes are needed to any elements of the Health and Safety management system.

##### Typical inputs

Typical inputs include the following items:

- a) accident statistics;
- b) results of internal and external Health and Safety management system audits;
- c) corrective actions carried out to the system since the previous review;

- d) reports of emergencies (actual or exercises);
- e) report from the management appointee on the overall performance of the system;
- f) reports from individual line managers on the effectiveness of the system locally;
- g) reports of hazard identification, risk assessment and risk control processes.

#### Process

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

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

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

The review will address the following subjects:

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

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

#### Typical outputs

Typical outputs include the following items:

- a) minutes of the review;
- b) revisions to the health and safety policy and health and safety objectives;
- c) specific corrective actions for individuals, with target dates for completion;
- d) specific improvement actions, with assigned responsibilities and target dates for completion;
- e) date for review of corrective action;
- f) areas of emphasis to be reflected in the planning of future internal health and safety management system audits.

### **3.46 Transport and On-Site Vehicle Movements**

#### **References**

The Safe Operation of Minibuses Manual  
Safety Advice Notes (G)4 and 11  
CCC Safety Procedures No. 25  
CCC Drivers Handbook

#### **Procedures**

### **Private cars**

- a) Private cars are to be used to transport pupils ONLY when the owner of the car has a valid driving licence and an insurance policy, which covers the carriage of children for school activities i.e. business use;
- b) Where possible, children should sit in the rear of the car;
- c) Seat belts are to be worn at all times;
- d) Any child under 12 years and 4ft 5in (135cm) will need to use a booster cushion, and those under 25kg in weight must use a booster seat. Procedures must be in place to ensure that this occurs i.e. school to keep a supply of booster cushions or procedures to ensure parents supply these when required;
- e) Children should alight from the car on the kerbside, not the roadside.

### **Occasional Business Use Insurance**

Any staff member who uses their own vehicle/car on school business (for example Administrative Staff who drive to the bank to deposit school money or staff attending work related training courses) should have occasional business use cover on their car insurance schedule.

### **Coach Hire**

All coaches hired for school use must be fitted with seat belts. Local firms are contracted: Kirkby Lonsdale Coaches and Alan Stephenson Coaches are our usual / most frequent providers.

'Swimming buses' and school transport park so that children can alight and disembark the coach safely on the pavement, never onto the road.

### **Booster Seats**

Booster seats/cushions will not normally be required on the school minibus/hired in minibuses unless children under 12 years of age and under 4ft 5in (135cm) in height are required to sit in seats parallel to the driver. Where children sit BEHIND the driver, booster seats/cushions will not be required. Home Office advice states that children under the age of ten years **must not** sit in the front seat of any hackney taxi or private hire vehicles. A private hire vehicle would include private taxis and some minibuses covered with this type of licence.

### **Vehicle/Pedestrian Separation**

- Co-operation of parents sought e.g. persuading them to park away from the entrance;
- Parents encouraged to walk their children to school;
- Barriers or rails have been erected to prevent pedestrians crossing at particularly dangerous points;
- Children's play areas are sited away from parked cars **or** suitably segregated with appropriate barriers;
- Gates closed/locked or fitted with high level handle at break times;
- Physical protection around vulnerable areas of buildings e.g. bollards or barriers;
- Separate pedestrian and vehicle routes with physical segregation such as barriers;
- Pedestrian routes clearly indicated;
- Clear rules for parents and regular site users regarding entry to the school grounds with vehicles;
- Restricted access for vehicles e.g. by closing the gates at the beginning and end of the school day;
- Reception/school office clearly identified.

## **3.47 Personal Protective Equipment**

### **References**

Personal Protective Equipment Regulations 1992  
KAHSC General Safety Series G37 – Personal Protective Equipment  
CCC Safety Procedures No. 17

### **Policy**

- a) The Governors are committed to providing safe systems of work, and this extends to provision and use of personal protective equipment (PPE);
- b) Where practicable, risks shall be managed by altering working arrangements and installing fixed and permanent controls that protect everyone in each work area;
- c) Where permanent fixed controls and changes in working arrangements cannot wholly eliminate hazards, or where such measures may be deemed as impractical because of the short duration of the work or for some other reason, PPE may be required;

- d) Where PPE is required it shall be selected by the manager for suitability and user acceptability, based upon the general risk assessment for work and/or work area concerned;
- e) Where PPE is not disposable but designed for re-use, it shall be subject to periodic inspection to confirm its continued suitability, and where appropriate subject to routine maintenance;
- f) Staff issued with PPE are reminded that they have an obligation to use it as instructed, to maintain it in a state of good repair, to report any defects or other problem promptly.

#### Procedures

- New/Defect of PPE to be reported to Health and Safety Coordinator.
- Any PPE required contact Health and Safety Coordinator.
- PPE requirements should be identified through the risk assessment process.

### 3.48 Physical Education

#### References

Safe Practice in Physical Education and School Sports, 2012 – (AfPE Book)  
Safety Advice Note (PE)2  
Safety Advice Note SAN(G)5  
KAHSC General Safety Series G05 – Jewellery and Personal Effects in School  
KAHSC PE Code of Practice  
KAHSC Code of Practice for the Primary Curriculum

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

There must be a separate policy for Physical Education and this should include the named person responsible for ensuring that safe practise is carried out. Guidance offered in the '*AfPE Safe Practice in Physical Education*' should be followed. The responsible person must ensure that staff have had specific training in any specialised activities (i.e. Trampolining).

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

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

PE Equipment must be inspected regularly and before use and defects reported. It must be inspected at least annually by a competent contractor. Outdoor Play Equipment must also be inspected regularly and defects reported. It must be inspected at least annually by a competent contractor – Playdale Ltd.

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

#### **Non-Teaching Staff Teaching PE**

There is often confusion between "cover" and being timetabled to teach a class. "Cover" arises when a teacher is absent from a lesson they normally teach. This will, usually, be on short-term notice. During cover supervision, which can be undertaken by **trained** support staff, no active teaching takes place. Since PPA time is an entitlement for teachers, it means they will have this time on a regular basis. Therefore there is a need for someone else to be timetabled to teach the class. Schools may choose to employ additional teachers for this, other professionals such as sport coaches, drama and music specialists, or staff working at HLTA level. This is therefore higher level work than cover supervision. More training and experience is needed and pay levels should reflect the increased

responsibility and skills needed. The national guidance is that cover supervision is at level 3 and HLTA work at level 4 in a 4-level career structure. Unison document "Implementing the National Agreement on Remodelling the School Workforce – your questions answered" provides further details - [Click here to access](#).

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

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

### 3.49 Supervision of Pupils

**Break-time supervision:** Children will not be left unsupervised

**Out-of-bounds areas:** Behind Zen cabin and on Zen steps. There is a defined 'Do not Cross' red line leading to the staff car park.

**Pedestrian-vehicle separation:** Refer to Transport Procedures.

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

#### **Supervision of Pupils Before and After School:**

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

Teachers can reasonably be asked to be available to supervise children at school up to 10 minutes before school starts and for the same period after school ends, and any such supervision time is included in teachers' directed time. The relevant section of the teachers' conditions of Employment requires teachers to supervise pupils "whether... before, during or after school sessions".

As far as the supervision issue is concerned, there is no statutory legislation which covers the supervision of pupils before and after school. Parents must ensure that their children arrive at, and are collected from, school at the appropriate time either by delivering to/collecting from the school themselves; permitting them to walk to and from school alone or ensuring that, for those entitled to home-to-school transport, the child arrives at a pre-determined pick-up point and making arrangements for them to return home from the pre-determined drop off point. Having said that, pupils cannot be expected to arrive at school all at the same time when parents will themselves be leaving for work at different times. In addition, school transport arrangements mean that there are early arrivals in the morning and perhaps pupils waiting for buses after school. While the school's duty of care exists so long as the pupils are on the school premises with the school's consent, it is unreasonable for the school to have to take responsibility for children arriving at school before supervision could reasonably be expected. Similarly arrangements for collection of pupils at the end of the school day must also be reasonable.

In the case of pupils arriving/leaving on school transport, it is important that staff are available to supervise these pupils as they arrive at school. Depending on the age and/or ability of the pupils, supervision may begin when they enter the school grounds. In some cases, however, circumstances may dictate that pupils are collected from the vehicle by a member of staff in person.

Should it be felt that the transport is arriving at the school at an unreasonable time, we will contact the Transport and Spatial Planning Team on 012228 226008/226044/226045 where they will try to assist.

Communication with parents in these situations is particularly important. The school prospectus states when the school will take responsibility for children before school opens and at the end of the day and reminds parents that before/after then, there will be nobody to supervise pupils. If, for any reason, arrangements have to be changed, then the parents will be told well in advance.

Younger i.e. foundation age pupils should be kept in school and handed to parents/carers once they arrive. This may also be necessary for pupils in Key stage one but is not statutory. Any pupils with special educational needs will be considered separately when a risk assessment will be used to determine the supervision and handover procedure of the pupil concerned.



Children who arrive at school knowing that supervision arrangements are not in operation are there at their own risk, and parents will be informed that during this time, the responsibility for the safety of those pupils rests with the parent/carer. However, should a member of staff be present and a dangerous situation develop, then legally as well as professionally and morally, the member of staff should attempt to intervene or to seek assistance, as the situation requires.

**Non-Collection of Pupils:**

15 minutes after non-collection at the normal time -call emergency contact numbers in hierarchical order.

If no response from emergency contact numbers after a number of attempts have been made 30 minutes after non-collection at the normal time - call Police and explain that a child has not been collected.

1 hour after non-collection at normal time - call Children's Services Social Care and ask for advice.

Throughout this time and prior to contacting either the Police or Social Care, continuous attempts must be made to contact the normal emergency contact numbers provided by the parent/carer.

### **3.50 Stage**

The school uses stage blocks/modular staging. The stage is put together following the manufacturer's instructions. Children are permitted to assist, but are supervised at all times and given suitable instructions.

### **3.51 Students/Pupils on Work Experience at the School**

Levens CE School is happy to provide a limited number of work experience placements for young people.

The exact nature of the duties undertaken by the student will depend on a number of factors, including:

- Age and experience of work experience student;
- Requirements of course being undertaken by work experience student.

A designated member of staff will supervise all work experience students. They will oversee the visit and provide general guidance and advice on school routines, expected standards of behaviour, and duties etc. The designated member of staff is Head teacher.

The work experience student will become a member of the School staff for the period of their visit. This fact will have considerable bearing on their expected behaviour. A full Health and Safety Induction will be carried out on day one of the placement. A Model Work Experience Induction Checklist can be found in General Safety Series G12 on the KAHSC website.

Initially the work experience will usually involve periods of observation. As the student becomes more familiar with the layout of the School and its operation the expectations of and responsibilities given to the student will change. Duties and responsibilities may include assisting:

- with the supervision of morning duties;
- staff before activity sessions;
- staff during activities;
- with cleaning up.

In order to satisfy fire regulations, if work placement students wish to leave the site during break time or lunch breaks, it will be necessary to inform a member of the staff before they leave.

If the School is required to produce a report or record of the experience, this will need to be discussed with a supervising staff member at the start of the visit.

### **3.52 Policy on the Use of Mobile Phones**

#### **References**

Safety Advice Note (G)10

Safety Advice Note (G)21  
KAHSC General Safety Series G21 – Use of Digital Photographic Images  
Whole School Behaviour Policy  
School Child Protection Policy  
School E-Safety Policy  
School Data Protection Policy  
Home School Agreement

## Procedures

### Pupils

We discourage and advise all parents to discourage, pupils from bringing mobile phones to school on the grounds, that they are valuable and may be lost or stolen. Where a pupil does bring a mobile phone to school, the phone must remain switched off during the school day and may not be used, for any purpose on school premises, grounds or during off-site school activities (such as school swimming or sports activities). The only exception to this would be in an emergency or with the express approval of a member of school staff. The Head teacher may, at their discretion, allow any member of staff to approve such requests or may nominate a specific person to consider such requests.

Where a school pupil is found by a member of staff to be using a mobile phone, as above, for any purpose, the phone can be confiscated from the pupil in line with the ***Whole School Behaviour Policy***.

### Employees

Our E-Safety policy states that mobile phone or electronic communications with a student at our school is not acceptable other than for approved school business e.g. coursework, mentoring. Where it is suspected that a child is at risk from internet abuse or cyber bullying we will report our concerns to the appropriate agency.

Staff should be particularly aware of the professional risks associated with the use of electronic communication (e-mail; mobile phones; texting; social network sites) and should familiarise themselves with advice and professional expectations outlined in Guidance for Safer Working Practice for Adults who Work with Children and Young People, the school's E-Safety Policy and the Cumbria LSCB document 'Online Communication Code of Conduct for Staff Working with Children' [Click here to access](#) and the LSCB guidance on Texting [Click here to access](#).

Images of children should normally only be taken on school equipment i.e. digital camera or mobile phone; if personal equipment of staff is used the images will be removed within 24 hours.

## 3.53 Sun Safety

### References

Cancer Research SunSmart website (School Resources) [Click here to access](#)  
Skin Cancer Hub website [Click here to access](#)  
Safety Advice Note (G)31

### Procedures

Governors and staff are fully aware of the dangers that over exposure to sunlight can have on skin. The following sets out the main aspects of our school policy to protect children.

As a school there are two aspects to the policy, the implementation of safe school practice and the supporting strategies.

### **IMPLEMENTATION:**

As a school we will:

1. Develop staff awareness, i.e. through provision of information regarding sun safety and available resources;
2. The SunSmart skin cancer prevention messages will be promoted by using the SMART code:
  - **S** tay in the shade 11am-3pm
  - **M** ake sure you never burn
  - **A** lways cover up with a t-shirt, hat and sunglasses
  - **R** emember to take extra care with children
  - **T** hen use at least factor 15+ sunscreen (30+ is considered best practice).

or implementing the concepts of “Slip, Slop, Slap, Seek and Slide”:

- **SLIP** on clothing to cover your arms and legs
  - **SLOP** on sunscreen with factor 15+ (30+ is considered best practice)
  - **SLAP** on a wide-brimmed hat
  - **SEEK** shade or create your own shade
  - **SLIDE** on some UV protective sunglasses
3. Other sun safety precautions include using lip balm with a SPF of 15+ and performing regular skin examinations;
  4. All pupils’ sun cream/sticks/roll on must be clearly labelled.

### **Application of Sunscreen:**

- Parents will be encouraged to apply cream before the start of school. There are proprietary products on the market which only need to be applied once per day;
- Normally, pupils will be encouraged to apply their own cream (preferably a ‘roll on’ style);
- Adults may help children apply cream to face, neck and arms. Children should apply cream to their own legs. Adults may only apply cream where another adult is present;
- Staff will apply sun cream to pupils who cannot manage to apply it themselves appropriately. Generally these will be pupils with special educational/physical needs or very young pupils.

### **SUPPORTING STRATEGIES:**

1. Develop a proactive supervision procedure during the dinner break (i.e. check students for appropriate attire – sunhats etc., encourage the use of shade etc.). This should particularly focus on pupils whose parents have not provided them with either cream or protective clothing;
2. Provide parents with information on the type and recommended preventive strategies for sun safety through school newsletters;
3. Encourage and ensure through advance notice that parents, staff and students use a preventive approach on special, all-day activities such as PE days, educational visits and sports days;
4. Utilise shaded areas for outdoor play;
5. Provide protective shade – buildings, awnings etc;
6. Provide shaded seating – under trees, parasols for picnic benches;
7. Model “sun safe practices”. All adults should be seen to adhere to sun safe practices;
8. The dangers of sun will form part of the PSHE/science curriculum.

### 3.54 Technology (IT) and E-Safety

#### References

Safety Advice Note (G)8  
KAHSC Code of Practice for the Primary Curriculum  
School e-Safety/Acceptable Internet Use Policy  
School Data Protection Policy  
Whole School Behaviour Policy  
Child Protection Policy  
Home School Agreement

#### Procedures

- The layout of equipment will be appropriate with sufficient room for each student;
- Seating will be suitable i.e. ideally height and comfort adjustable for individual users;
- Lighting levels will be adequate for the types of activities undertaken;
- Heating levels and ventilation will be adequate;
- Electrical sockets and electrical extension leads will be used responsibly e.g. not overloaded, surge protected;
- The server unit is housed appropriately e.g. where it cannot overheat, away from combustible materials;
- It is recognised that the use of new technologies presents particular challenges and risks to children both inside and outside of school. We will ensure a comprehensive curriculum response to enable all pupils to learn about and manage the associated risks effectively and will support parents and the school community (including all members of staff) to become aware and alert to the needs of keeping children safe online;
- Children and young people can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimise the risks to our children and young people we will ensure that we have in place appropriate measures such as security filtering, and an acceptable use policy incorporated into our E-Safety policy. We will ensure that staff are aware of how not to compromise their position of trust in or outside of the school and are aware of the dangers associated with social networking sites.

Detailed information can be found in the school **E-Safety Policy** incorporating Acceptable Internet Use Agreements held separately.

### 3.55 School Cleaning

#### References

Workplace (Health, Safety and Welfare) Regulations 1992  
Cleaning Health and Safety Manual  
KAHSC General Safety Series G28 – Control of Substances Hazardous to Health

#### Procedures

##### **School Employed Cleaning Staff**

- Appropriate risk assessments are undertaken for cleaning activities, the working environment and machinery and cleaning staff are made aware of the hazards and risks associated with their work and what they should do to prevent accidents to themselves and other (control measures);
- Portable electrical appliances are included in the school's electrical inspection and testing programme;
- Cleaning staff receive training/instruction in at least the following:
  - Health and Safety Induction
  - Use of Machinery/Equipment
  - Control of Substances Hazardous to Health
  - Manual Handling
- All accidents and incidents involving cleaning staff will be recorded in the MAIN school accident book and will be reported in line with our Accident Reporting Procedures;
- Cleaning staff should report any identified defects or hazards to their equipment or the environment in line with our Defect Reporting Procedures;
- Equipment, materials and tools will be regularly inspected and appropriately maintained;
- Staff will be made aware of the location of the mains services i.e.:
  - Water
  - Electricity
  - Gas

- Cleaning staff will be made aware of what to do in the event of fire i.e. how to raise the alarm, evacuation procedures and carry mobile telephones/school cordless telephone for use in an emergency;
- Fire drills are on occasion, undertaken while cleaning staff are present so that they become familiar with the fire evacuation routine;
- Cleaning staff are made aware that all equipment MUST be switched off after use and returned to the locked store;
- The use and storage of cleaning chemicals will be subject to a COSHH Risk Assessment which is reviewed regularly and disseminated to relevant staff;
- Sufficient colour coded equipment is supplied to Cleaning staff so that they clean specific areas safely, keeping equipment separate from one another;
- Cleaning materials and equipment are kept securely stored when not in use;
- Warning signs will be displayed when wet mopping for example to warn others that floor may be slippery;
- Cleaning staff are made aware of the location of any asbestos containing materials in the building so that they do not accidentally damage them during their work;
- Cleaning staff are instructed NOT to work at height when there is no-one else in the vicinity – refer to our Work at Height Procedures for further details;
- Cleaning staff are provided with a Cleaning Health and Safety Manual as part of their Induction which includes a Staff Handbook and a Health and Safety section.
- Providing there are proper cleaning schedules in place, additional routine cleaning is not generally required during outbreaks of communicable diseases/illnesses. If the Environmental Health Department or the HPU consider there is a need for extra cleaning this will be arranged with our cleaners. This might particularly be the case if children or staff have had vomiting or diarrhoea on the premises; when toilet areas and door handles etc. may receive extra attention.

### 3.56 Trees

#### References

Workplace (Health, Safety and Welfare) Regulations 1992

Compliance Monitoring in Council Buildings

HSE: [Managing the Risk from Falling Trees](#)

[Arboricultural Association](#)

[Forestry Commission](#)

#### Procedures

Although the risk of serious injury or fatality from falling trees is very low, management strategies are in place to monitor and maintain trees on our school grounds. Risks increase depending on the volume of people using a particular area; trees on or close to the highway; following severe weather i.e. storms and high winds.

CAPITA carried out Tree Surveys in all schools a number of years ago on behalf of the Local Authority. A copy of the Tree Survey Report is held in school. All recommendations made within the Survey have since been undertaken.

The condition of trees on site will be closely monitored (including after storms or strong winds) by Michael MEDcalf / Head teacher / Premises Team the trees managed and the site re-surveyed periodically, with recommendations acted upon on a risk priority basis. Any contractors employed to carry out remedial works will be competent e.g. a member of the Arboricultural Association. The last Tree Survey was undertaken by Cumbria CC in October 2014 and recommendations are being actioned on a risk priority basis in line with the survey report. Lower risk recommendations have been added to the school improvement plan for future action.

Although District Councils have not historically placed Tree Preservation Orders (TPO's) on County Council land, we will, as a courtesy, contact the local district council before any significant works are undertaken on our trees. This will not apply in emergency situations i.e. when a tree needs to be felled as it is in a dangerous condition and could fall.

### 3.57 Behaviour

#### References

Safety Advice Note (G)14

KAHSC General Safety Series G01 – Managing Violence in Schools  
KAHSC General Safety Series G22 – Dealing with Potential Suicide  
KAHSC General Safety Series G39 – Drug Related Incidents in School  
Whole School Behaviour Policy  
Positive Handling, Support and Intervention Procedures

## Procedures

Reference should be made to the Whole School Behaviour Policy and Positive Handling, Support and Intervention Procedures held separately.

### 3.58 After-School (Yoyo) Club

- Food stuffs will be stored appropriately, off the floor, in sealed containers where appropriate;
- Staff involved with the handling or preparation of food will undertake relevant food hygiene training which will be refreshed every three years;
- There is a system in place for accidents occurring during After School Club to be communicated to school;
- There is also a system in place for accidents occurring during school time to be communicated to After School Club;
- Accidents which occur during After-School Club are recorded in the relevant **SCHOOL** accident book.

