

# Woolenwick Junior School

## Health and Safety Policy (v3)

Policy Name	Health and Safety
Created by	Sean Randall
Responsibility of	School Resources Committee
Reviewed by	Sean Randall
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### Version History

Version	Amendments	Date	Author / reviewer
V1	Original document	March 2012	Sean Randall
V2	Amendments in line with LA advice	May 2013	Sean Randall
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# WOOLENWICK JUNIOR SCHOOL

## Health and Safety Policy

This statement is issued in accordance with the Health and Safety at Work, etc. Act (1974). It supplements the statements of health and safety policy which have been written by Hertfordshire County Council and by Children, Schools and Families. The general aims of these policy statements are accepted and the arrangements set out below are designed to implement the general aims of Woolenwick Junior School.

### **General Guidelines**

It is the policy of the Governing Body, so far as is reasonably practicable, to:

1. establish and maintain a safe and healthy environment throughout the school;
2. establish and maintain safe working procedures among staff and pupils;
3. make arrangements for ensuring safety and absence of risks to health in connection with the use, handling, storage and transport of articles and substances;
4. ensure the provision of sufficient information, instruction and supervision to enable all employees and pupils to avoid hazards and contribute positively to their own health and safety and to ensure that they have access to health and safety training as appropriate or as and when provided;
5. maintain all areas under the control of the Governors and Headteacher in a condition that is safe and without risk to health and to provide and maintain means of access to and egress from that place of work that are safe and without risk;
6. formulate effective procedures for use in case of fire and for evacuating the school premises;
7. lay down procedures to be followed in case of accident;
8. teach safety as part of pupils' duties where appropriate;
9. provide and maintain adequate welfare facilities and to make recommendations to the Hertfordshire County Council as appropriate.

### **Responsibility of the Governors and Headteacher**

A Health & Safety Governor has been appointed to receive relevant information, monitor the implementation of policies and procedures and to feedback health and safety issues and identified actions to the Governing Body. The school's health and safety governor is Sean Randall.

Where required, the Governing body will seek specialist advice on health and safety which the establishment may not feel competent to deal with from the Education Health and Safety Team, tel: 01992 556478, [healthandsafety@hertfordshire.gov.uk](mailto:healthandsafety@hertfordshire.gov.uk).

The Governors and Headteacher are responsible for implementing this policy within the school. As a minimum these systems adhere to the HCC's health and safety policy, procedures and standards as detailed in the [Education Health and Safety Manual](#). In particular, they will:

1. monitor the effectiveness of the safety policy and the safe working practices described within it and shall revise and amend it, as necessary, on a regular basis;
2. prepare an emergency evacuation procedure and arrange for periodic practice evacuation drills (normally at least once a term) to take place and for the results of these to be recorded;
3. make arrangements to draw the attention of all staff employed at the school to the school and departmental safety policies and procedures and of any relevant safety guidelines and information issued by the Authority;
4. make arrangements for the implementation of the Authority's accident reporting procedure and draw this to the attention of all staff at the school as necessary;
5. make arrangements for informing staff and pupils, of relevant safety procedures. Other users of the school will be appropriately informed;
6. ensure that regular safety inspections are undertaken. (A Health & Safety team will inspect all school premises and property once a term.);

7. arrange for the withdrawal, repair or replacement of any item of furniture, fitting or equipment identified as being unsafe by the Health and Safety inspection team;
8. report to the Hertfordshire County Council Property Department any defect in the state of repair of the buildings or their surrounds which is identified as being unsafe and make such interim arrangements as are reasonable to limit the risk entailed;  
N.B. The Governing Body will deal with all aspects of maintenance which are under their control and report to the Local Authority any other situation identified as being unsafe or hazardous and which cannot be remedied within the financial resources available to them.
9. monitor, within the limits of their expertise, the activities of contractors (in liaison with the staff of the Hertfordshire County Council Property Department), hirers and other organisations present on site, as far as is reasonably practicable;
10. identify any member of staff having direct responsibility for particular safety matters and any member of staff who is specifically delegated to assist the Governors and Headteacher in the management of health and safety at the school. Such delegated responsibility must be defined as appropriate.

### **Duties of the Person Delegated to Assist in the Management of Health and Safety**

The delegated person, Mr Nathanael Jones (Site Manager), shall:

1. assist the Headteacher in the implementation, monitoring and development of the safety policy within the school;
2. monitor general advice on safety matters given by the Authority and other relevant bodies and advise on its application to the school;
3. co-ordinate arrangements for the design and implementation of safe working practices within the school;
4. investigate any specific health and safety problem identified within the school and take or recommend (as appropriate) remedial action;
5. order that a method of working ceases on health and safety grounds on a temporary basis subject to further consideration by the Governors and Headteacher;
6. assist in carrying out regular safety inspections of the school and its activities and make recommendations on methods of resolving any problems identified;
7. ensure that staff with control of resources (both financial and other) give due regard to safety;
8. co-ordinate arrangements for the dissemination of information and for the instruction of employees, students, pupils and visitors on safety matters and to make recommendations on the extent to which staff are trained.

N.B. The above role must not be confused with that of the Health and Safety Representative, which is a trade union appointment to enable the representation of staff interests in health and safety matters.

### **Responsibilities of Staff Towards Pupils and Others in Their Care**

All staff are responsible for the health and safety arrangements in relation to staff, students, pupils and volunteer helpers under their supervision. In particular, they will monitor their own work activities and take all reasonable steps to:

1. exercise effective supervision over all those for whom they are responsible, including pupils;
2. be aware of and implement safe working practices and to set a good example personally. identify actual and potential hazards and introduce procedures to minimise the possibility of mishap;
3. ensure that any equipment or tools used are appropriate to that use and meet accepted safety standards;
4. provide written job instructions, warning notices and signs as appropriate;
5. provide appropriate protective clothing and safety equipment as necessary and ensure that these are used as required;
6. minimise the occasions when an individual is required to work in isolation, particularly in a hazardous situation or on a hazardous process;
7. evaluate promptly and, where appropriate, take action on criticism of health and safety arrangements;
8. provide the opportunity for discussion of health and safety arrangements;
9. investigate any accident (or incident where personal injury could have arisen) and take appropriate corrective action;
10. provide for adequate instruction, information and training in safe working methods and recommend suitable "off the job" training;

11. where private vehicles are used to transport children to and from school functions, staff should ensure that child restraints and seats appropriate to the age of the children concerned are used.

N.B. When any member of staff considers that corrective action is necessary but that action lies outside the scope of their authority, they should refer the problem to the Headteacher.

### **Responsibilities of all Woolenwick Employees**

All employees have a responsibility under the Act to:

1. take reasonable care for the health and safety of themselves and of any person who might be affected by their acts or omissions at work;
2. co-operate with the Children, Schools and Families and others in meeting statutory requirements. not interfere with or misuse anything provided in the interests of health, safety and welfare;
3. make themselves aware of all safety rules, procedures and safe working practices applicable to their posts; where in doubt they must seek immediate clarification from the Headteacher;
4. ensure that tools and equipment are in good condition and report any defects to the Headteacher;
5. use protective clothing and safety equipment provided and ensure that these are kept in good condition;
6. ensure that offices and general accommodation are kept tidy;
7. ensure that any accidents, whether or not an injury occurs, and potential hazards are reported to the Headteacher.

**N.B. Whenever an employee is aware of any possible deficiencies in health and safety arrangements she/he must draw these to the attention of the Headteacher.**

Please note the following:

1. It must be realised that newly appointed employees could be particularly vulnerable to any risk and it must be ensured that all relevant health and safety matters are drawn to their attention at an early stage.
2. Whilst it is a management responsibility to instruct all employees in safe working procedures in relation to their posts and work places, employees may from time to time find themselves in unfamiliar environments. In such cases, the employee concerned should be particularly alert for hazards, and whenever possible, ensure they are accompanied by a person familiar with the environment or that they are advised of specific hazards.
3. All volunteer helpers will be expected, as far as reasonably possible, to meet the same standards required of employees.

### **Responsibilities of Pupils**

All pupils are expected, within their expertise and ability, to:

1. exercise personal responsibility for the safety of themselves and their fellow pupils;
2. observe standards of dress consistent with safety and/or hygiene (this would preclude unsuitable footwear, knives and other items considered dangerous);
3. observe all the safety rules of the school and in particular the instructions of the teaching staff in the event of an emergency;
4. use and not wilfully misuse, neglect or interfere with things provided for safety purposes.

N.B. The Governors and Headteacher will make pupils (and where appropriate the parents) aware of these responsibilities through direct instruction, notices and the school handbook.

### **Other Responsibilities**

The school is also the lead agency of the Stevenage North Children's Centres. Although these centres have their own Health and Safety Policy, Woolenwick Junior School retains overall responsibility for H&S for those centres. The local arrangements of this policy will therefore apply equally to the centres.

## Visitors

Regular visitors and other users of the premises (e.g. contractors and delivery men) are expected, as far as reasonably possible, to observe the safety rules of Woolenwick Junior School.

The Governors and Headteacher must ensure that:

1. the means of access and egress are safe for the use of hirers, and that all plant and equipment made available to and used by the hirers is safe. If the Headteacher knows of any hazard associated with the above, she/he should take action to make hirers aware of it;
2. fire escape routes and exits are clearly marked for the benefit of unfamiliar users of the building, particularly during the hours of darkness;
3. hirers of the building are briefed about the location of the telephone, fire escape routes, fire alarms and fire fighting equipment. Notices regarding emergency procedures should be prominently displayed;
4. hirers using any equipment or facility provided by the school are familiar with its safe use and, if necessary, briefed accordingly;
5. arrangements are made for checking the security and condition of the premises and equipment used after vacation by the hirer or his staff.

## Fire and Emergency Evacuation Procedures

1. The school's procedures for fire and emergency evacuation are appended (**Section 1**). They are also posted in the school entrance hall.
2. These procedures will be updated as appropriate.
3. The log book for the recording and evaluation of practice and evacuation drills is available.

## Fire Prevention Equipment

Arrangements are made to regularly monitor the condition of all fire prevention equipment. This would include the regular visual inspection of fire extinguishers and the fire alarm system.

## First Aid and Accident Reporting Procedures

1. First aid is available in the school office and an additional first aid box is in the Group Room opposite the disabled toilet.
2. The names of the first aiders/appointed persons are listed in the School Office and on both first aid cabinets. First aid qualifications remain valid for 3 years. Jill Morgan will ensure that refresher training is organised to maintain competence and that new persons are trained should first aiders leave.
3. Where there is any doubt about the appropriate course of action, the first aider will consult with the Health Service helpline (NHS Direct 0845 4647).
4. The person responsible for administering the accident reporting procedure, the notification of serious accidents causing death or major injury and dangerous occurrences is the Headteacher. The accident book and report forms and the arrangements to be followed if the person injured is unable to complete an accident report form or who is not an employee of the Authority are to be found in the Headteacher's office.
5. The arrangements for first aid for sports, outdoor pursuits and field trips are the responsibility of the supervising staff.

N.B. Any employee rendering first aid to the best of their ability is indemnified by the County Council.

Procedures for supporting pupils with their medical needs can be found in **Section 2**. The school follows Hertfordshire County Council's Guidelines.

## Reporting of Accidents and Violence

The school follows the procedures for Reporting Accidents and Violence (see **Section 3**) as laid out in HCC's Health and Safety Manual. Included in this Section is HERTFORDSHIRE COUNTY COUNCIL'S POLICY ON ASSAULTS ON STAFF AND CIVIL CLAIMS.

## **Working Alone on the Premises**

The school follows the procedures for Reporting Accidents and Violence (see **Section 4**) as laid out in HCC's Health and Safety Manual.

## **Recruitment and Training**

### **Recruitment**

When engaging new staff, appointing officers are to satisfy themselves by question, answer (and test, if appropriate) that the new employee is capable of carrying out the work for which he/she is being engaged and that he/she has been made aware of the safe working procedures concerned.

### **Training**

Heads of establishments are responsible for ensuring that employees receive the necessary training required for the safe performance of their duties.

Line supervisors are responsible for the monitoring of training needs and should report on the effectiveness of the training provided and identify areas requiring further training.

Suitable records should be kept of training undertaken by staff in a form which is accessible and open to inspection.

## **Safe Working with Electrical Equipment**

The school follows the procedures for safe working with electrical equipment (see **Section 5**) as laid out in HCC's Health and Safety Manual.

## **Physical Education**

The school follows the procedures for Physical Education play and PE equipment (see **Section 6**) as laid out in HCC's Health and Safety Manual.

## **Control of Substances Hazardous Health (COSHH) Regulations 1988**

The school follows the procedures for COSHH (see **Section 7**) as laid out in HCC's Health and Safety Manual.

## **Manual Handling**

The school follows the procedures for Manual Handling (see **Section 8**) as laid out in HCC's Health and Safety Manual.

## **Safety Audit/Monitoring System**

The school follows the procedures for Safety Audit/Monitoring Systems (see **Section 9**) as laid out in HCC's Health and Safety Manual.

## **Asbestos**

The school follow the procedures for Safety Audit/Monitoring Systems (see **Section 10**) as laid out in HCC's Health and Safety Manual.

## **Grounds and Premises**

### **Security**

The School has a PIR alarm system which alerts key holders of an intrusion. During the school day all staff are vigilant in reporting unfamiliar adults who come on site. These are dealt with according to Health and Safety procedures. The school has a contract with a security company so that Key Holders are not called out to the site by themselves.

### **DSE/VDU Statement**

The school follows the procedures contained in **Section 11** for the safe use of VDU/DSE equipment within the school.

### **Pregnant Workers**

The Management of Health and Safety at Work Regulations 1999 require an assessment of the risk to the health of expectant and breast-feeding mothers from their work. The Headteacher is responsible for ensuring completion of the assessment using forms that are obtained from the Human Resources Department at Hertfordshire County Council.

### **School Visits and Journeys**

Woolenwick Junior School follows its own Educational Visits and Activities Policy, which is compiled in conjunction with the procedures for School Visits and Journeys as laid out in HCC's Health and Safety Manual and national guidelines issued by the Department for Education (DfE).

### **Security/Violence**

The Headteacher will make sure that staff are aware of preventative strategies for dealing with situations in which they are threatened with violence. Operational procedures will be drawn up to ensure that all practicable measures are taken to avoid violent incidents. Steps will be taken to ensure that in areas identified as those where a violent incident can be expected to arise, that the areas are adequately staffed and that the facilities are reviewed and improved to reduce the possibility of a violent incident.

Staff working in possible violent incident areas will receive appropriate training.

### **Stress and Other Occupational Health Issues**

The school, through the Governing Body, recognises that, if pressure at work is not managed effectively, work-related stress may result. If necessary, further guidance on managing pressure at work is available from the Human Resources Department at County Hall. The Headteacher would use the appropriate HCC form to identify where undue pressure is being suffered by staff. The assessment will be completed in any case where an employee's General Practitioner notifies the school that work-related stress has led to illness.

### **Snow**

The school follows the procedures for snow (see **Section 12**) as laid out in HCC's Health and Safety Manual and national guidelines issued by the Department for Education (DfE).

## Section 1

# Fire and Emergency Evacuation Procedures

### Introduction

The Headteacher of Woolenwick Junior School is responsible for ensuring the fire risk assessment is undertaken and implemented following guidance contained in the Education Health and Safety Manual on 'The Grid'.

The fire risk assessment is located in Risk Assessment Folder and reviewed on an annual basis.

### Fire Instructions

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

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

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

### Emergency Procedures

#### **Fire Evacuation**

Fire and emergency evacuation procedures are detailed in the staff handbook and a summary posted in each classroom. These procedures will be reviewed at least annually.

#### If You Find a Fire or One is Reported To You

Staff discovering a fire or other emergency for which the buildings should be evacuated should activate the alarm using the nearest available break glass call point. They should then notify the office of the exact location of the incident.

#### On Hearing the Fire Alarm

All staff, pupils, occupants of building must respond to alarm activations.

The fire alarm is a continuous ringing bell.

The Site Manager will check the fire panel and, if safe to do so, go to the zone where the alarm has been activated to investigate if there is a fire or false alarm.

A member of office staff (in the first instance Jill Morgan or Diane Kerslake) or Senior Leadership Team will summon the emergency services (DIAL 999) as necessary.

Staff will supervise/effect the evacuation of pupils/visitors to the designated assembly point(s).

Staff not with pupils, visitors and contractors must leave the building by the nearest exit and report directly to the office staff (Jill Morgan or Diane Kerslake) at the assembly point.

The bottom playground is the assembly point.

Pupils should leave in single file when instructed by the teacher in charge of the class. Pupils should then leave by the nearest available escape route. The last person to leave the classroom must close the door. Pupils should walk in their subject/form groups and remain with their teacher at the assembly point.



If a pupil is not in a classroom when the alarm sounds, he/she must walk to the assembly point leaving the building by the nearest marked escape route.

A calm orderly exit is essential.

Walk quickly – DO NOT RUN or stop to collect belongings.

On arrival at the assembly point, pupils must stand in their form groups whilst staff check their registers. Registers, visitors' book, etc. will be taken out to the assembly point by the Headteacher/secretary. The result of this check must be reported to the Headteacher/Senior Member of Staff as soon as it is completed.

The Headteacher/Senior Member of Staff will liaise with the Fire Brigade on their arrival.

The building must not be re-entered until staff are notified it is safe to do so by the Fire Brigade/Headteacher/Senior Member of Staff.

If the building cannot be reoccupied following an evacuation, Woolenwick Junior School's Critical Incident Recovery Policy will be followed.

### **Fire Drills**

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

### **Fire Fighting**

The safe evacuation of persons is an absolute priority. Staff may only attempt to deal with small fires, if it is safe to do so without putting themselves at risk, using portable fire fighting equipment, **provided that they are aware of the type and location of portable fire fighting equipment and have received basic instruction in its correct use.**

Ensure the alarm is raised **BEFORE** attempting to tackle a fire.

### **Details of Service Isolation Points**

Gas, water and electricity isolation points can be found at the following locations:

*Gas:* Outdoor meter cupboard, opposite the boiler-house door.

*Electricity:* Fuse cupboard in the main entrance.

*Water:* Inside the boiler-house, behind the hot water cylinder.

### **Details of Chemicals and Flammable Substances on Site**

An inventory of these will be kept by the Site Manager as appropriate, for consultation.

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

Fire alarm call points will be tested weekly in rotation by the site manager and a record kept in the fire log book. This test will occur every week.

Any defects on the system will be reported immediately to the alarm contractor/electrical engineer (CAMS Fire and Security – 01438 737963).

A fire alarm maintenance contract is in place with CAMS Fire and Security and the system tested quarterly by them.

## **Inspection of Fire Fighting Equipment**

CAMS Fire and Security undertakes an annual maintenance service of all fire fighting equipment.

Weekly, the Site Manager checks that all fire fighting equipment is available for use and operational and for any evidence of tampering.

Defective equipment or extinguishers that need recharging will be taken out of service and reported direct to CAMS Fire and Security (01438 737963).

## **Emergency Lighting Systems**

These systems will be checked for operation monthly in house by Nathanael Jones and annually by CAMS Fire and Security (01438 737963)

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

## **Means of Escape**

Daily, Nathanael Jones checks for any obstructions on exit routes and ensures all final exit doors are operational and available for use.

## **General Evacuation for People with Special Needs**

### **Mobility Impairment**

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

### **Visual Disability**

People with a visual disability will usually require the assistance of one person; on level surfaces they should take the helper's arm and follow them.

### **Hearing Disability**

People with a hearing disability should be escorted out of the building by staff.

In the event of a staff member having a hearing impairment, may require additional means of being warned in the event of an alarm, e.g. pager that vibrates when alarm is activated, flashing beacon linked to alarm, etc.

## **Bomb Threats**

If a bomb threat is received, notify the Headteacher, or in their absence, the most senior member of staff available. Contact the police for advice as to whether the school should be evacuated – this decision is ultimately the responsibility of the school.

The signal for evacuation of the building, should this be necessary, will be the same as for fire evacuation.

The normal evacuation procedure should be followed. The Assembly Point following a bomb threat is The Thomas Alleyne School, Stevenage.

Woolenwick Junior School's Critical Incident Recovery Policy should be followed.

## **Gas Leaks**

If you smell gas, or suspect there is a gas escape, you should immediately:

1. Open all doors and windows.
2. Notify the head teacher / senior member of staff of the incident.
3. Call facilities / site manager.
4. Check that all gas appliances are switched off
5. Shut off the gas supply at the meter control valve located in the outdoor meter cupboard, opposite the boiler-house door.
6. Evacuate part or all of the premises as necessary.
7. If gas continues to escape, telephone National Grid on 0800 111 999.

## **Chemical Spills**

If it is safe to do so, the substance spilled should be identified and, if trained to do so, the necessary action to minimise contamination should be taken.

It may be necessary to evacuate the room and ensure windows are opened.

If the spill is severe, fire drill procedures should be used to evacuate part or all of the building.

All persons should be moved to a safe location, and the emergency services called. The Fire & Rescue Service are the lead agency in dealing with chemical/toxic/hazardous spillage incidents.

If a severe spill is immediately outside the building:

1. Follow procedures to contain all persons within the building at a point furthest away from the spill if possible.
2. Ensure all doors and windows are locked.
3. Switch off fans and air conditioning.
4. Avoid using electrical equipment in case sparks are produced.
5. Do not smoke.

## Section 2

### Procedures Supporting Pupils with Medical Needs

#### Short Term Medical Needs

Many pupils will need to take medication at school at some time in their school life.

It is helpful if, where possible, medication can be prescribed in dose frequencies that enable it to be taken outside school hours. Parents should be encouraged to ask the prescribing doctor or dentist about this.

Medication should only be taken to school when absolutely essential.

#### Non-Prescription Medication

Pupils sometimes ask for painkillers (analgesics) at school, including aspirin and paracetamol. School staff should not give non-prescribed medication to pupils.

They may not know whether the pupil has taken a previous dose, or whether the medication may react with other medication being taken. **A child under 12 should never be given aspirin, unless prescribed by a doctor.**

If a pupil suffers regularly from acute pain, such as migraine, the parents/carers should authorise and supply appropriate painkillers for their child's use, with written instructions about when the child should take the medication. A member of staff should notify the parents by phone that their child has requested medication and supervise the pupil taking the medication if the parents have agreed to it being taken.

#### Long Term Medical Needs

It is important for the school to have sufficient information about the medical condition of any pupil with long-term medical needs. If a pupil's medical needs are inadequately supported this can have a significant impact on a pupil's academic attainments and/or lead to emotional and behavioural problems. The school therefore needs to know about any medical needs either before a child starts school, or when a pupil develops a condition. For pupils who attend hospital appointments on a regular basis, special arrangements may also be necessary. When appropriate the school will draw up a written health care plan for such pupils, involving the parents and relevant health professionals. This will include:

1. details of a pupil's condition;
2. special requirements e.g. dietary needs, pre-activity precautions;
3. medication and any side effects;
4. what to do, and who to contact in an emergency;
5. the role the school can play.

Any member of staff giving medicine to a pupil should check the following before giving any medication:

1. the pupil's name;
2. written instructions provided by parents/carers or doctor;
3. prescribed dose;
4. expiry date.

If in doubt about any of the procedures the member of staff should check with the parents or a health professional before taking further action.

Staff should complete and sign Form Med 2 or RD.1 (downloaded from HCC's 'Grid') each time they give medication to a pupil. In some circumstances, for example when the dosage changes at different times of the day, the dosage and administration should be witnessed by a second adult.

## **Self Management**

Pupils who can be trusted to do so manage their own medication and the school encourages them to do this. If pupils can take their medicine themselves, staff may only need to supervise this. The school will identify pupils who can carry and administer their own medication, bearing in mind also the safety of other pupils.

## **Refusing Medication**

If pupils refuse to take medication, school staff will not force them to do so. The school will inform the child's parents/carers as a matter of urgency. If necessary, the school should call the emergency services.

## **Record Keeping**

Parents/carers are responsible for supplying information about medicines that their child needs to take at school and for letting the school know of any changes to the prescription or the support needed. The parent/ carer or doctor should provide written details including:

1. name of medication;
2. dose;
3. method of administration;
4. time and frequency of administration;
5. other treatment;
6. any side effects.

Parents will be given Form Med 1 (downloaded from 'The Grid') on which to record the details of medication in a standard format. The child's GP should be willing to provide confirmation of the medication.

Although there is no legal requirement for the school to keep records of medicines given to pupils, and the staff involved, Form Med 2 or RD.1 (downloaded from 'The Grid') must be completed each time medicines are administered.

## **Other Circumstances when the School May Need to Make Special Arrangements for Pupils with Medical Needs**

### **School Trips**

The school will encourage pupils with medical needs to participate in schools trips, wherever safety permits.

Sometimes the school will have to take additional safety measures for outside visits. Arrangements for taking any necessary medication will also be taken into consideration. Staff supervising excursions will make sure they are always aware of any medical needs and any relevant emergency procedures. Sometimes an additional supervisor or parent/carer might accompany a particular pupil. If staff are concerned about whether they can provide for a pupil's safety, or the safety of other pupils on a trip, they should seek medical advice from the School Health Service or the child's GP.

### **Sporting Activities**

Most pupils with medical conditions can participate in extra-curricular sport or in the PE curriculum, which is sufficiently flexible for all pupils to follow in ways appropriate to their own abilities. For many, physical activity can benefit their overall social, mental and physical health and well-being. Any restrictions on a pupil's ability to participate in PE should be included in their individual health care plan.

Some pupils may need to take precautionary measures before or during exercise and/or need to be allowed immediate access to their medication if necessary. Teachers supervising sporting activities will be aware of relevant medical conditions and emergency procedures.

## **Dealing with Medicines Safely**

### **Storing Medication**

The school is not able to store large volumes of medication. The Headteacher will ask the parent/carer or pupil to bring in the required dose each day. However, this may not always be possible and so alternative arrangements will have to be taken.

When the school stores medicines, staff always ensure that the supplied container is labelled with the name of the pupil, the name and dose of the drug and the frequency of administration. Where a pupil needs two or more prescribed medicines, each medicine has to be stored in a separate container. (Please note that non health care staff should never transfer medicines from their original containers.) The Headteacher will make sure that medicines are stored safely. Pupils will know where their own medication is stored and who holds the key. A few medicines, such as asthma inhalers, must be readily available to pupils and must not be locked away. The school allows pupils to carry their own inhalers. Other medicines will be kept in a locked filing cabinet in the school office. [Under no circumstances will medication be stored in first aid boxes.](#)

Some medicines need to be refrigerated. These medicines will be kept in the staffroom refrigerator in an airtight container and clearly labelled. The school restricts access to the refrigerator holding medicines in the staffroom.

Local and community services pharmacists can give advice to the school about storing medicines.

### **Access to Medication**

Pupils must have access to their medicine when required. The school makes special access arrangements for emergency medication that it keeps. However, the school will make sure that medicines are only accessible to those for whom they are prescribed. This will be considered as part of the school's policy about pupils carrying their own medication.

### **Disposal of Medicines**

School staff are not allowed to dispose of medicines. Parents/carers will be asked to collect medicines held at school at the end of each term. Parents/carers are responsible for disposal of date-expired medicines.

### **Hygiene/Infection Control**

All staff will be familiar with normal precautions for avoiding infection and must follow basic hygiene procedures. Staff will use protective disposable gloves and take care when dealing with spillages of blood or other body fluids and disposing of dressings or equipment.

### **Emergency Procedures**

All staff will know how to call the emergency services, as well as know who is responsible for carrying out emergency procedures in the event of need. A pupil taken to hospital by ambulance will be accompanied by a member of staff who will remain with the pupil until the pupil's parent/carer arrives.

Generally, staff do not take pupils to hospital in their own car. However, in an emergency it may be the best course of action. The member of staff should then be accompanied by another adult. They must also have checked with their insurance company that they have the necessary cover.

## **Drawing Up a Health Care Plan for a Pupil with Medical Needs**

### **Purpose of a Health Care Plan**

The main purpose of an individual health care plan for a pupil with medical needs is to identify the level of support that is needed at school. A written agreement with parents/carers will clarify for staff, parents/carers and the pupil the help that the school can provide and receive.

Parents/carers are responsible for providing the school with up to date information regarding their child's health care needs and providing appropriate medication. As appropriate, these plans will be completed at the beginning of the school year / when the child enrolls / on diagnosis being communicated to the school and will be reviewed jointly by the parents/carers and the school at least annually by [Insert Name(s)] or more regularly if appropriate.

The school will judge each pupil's needs individually as children and young people vary in their ability to cope with poor health or a particular medical condition. However, the school's medication policy must be applied uniformly. The Headteacher should not make value judgements about the type of medication prescribed by a registered medical or dental practitioner.

Drawing up a health care plan should not be onerous, although each plan will contain different levels of detail according to the needs of the individual pupil. Those who may need to contribute to a health care plan are:

1. the Headteacher;
2. the parent/carer;
3. the child (if sufficiently mature);
4. class teacher (primary schools)/form tutor/head of year (secondary schools);
5. care assistant or support staff (if applicable);
6. school staff who have agreed to administer medication or be trained in emergency procedures;
7. the school health service, the child's GP or other health care professionals (depending on the level of support the child needs).

A draft protocol is available from School Health (see Jackie Birch or Cathy Calvert if this is required).

### **Co-Ordinating Information**

Co-ordinating and disseminating information on an individual pupil with medical needs, particularly in secondary schools, can be difficult. The Headteacher may give a member of staff specific responsibility for this role. This person can be a first contact for parents/carers and staff, and liaise with external agencies. The Special Educational Needs Co-ordinator sometimes takes on this role.

### **Information for Staff and Others**

Staff who may need to deal with an emergency will need to know about a pupil's needs. The Headteacher must make sure that supply teachers know about any medical needs.

When a secondary school arranges work experience, the head should ensure that the placement is suitable for a student with a particular medical condition. Students should be encouraged to share relevant medical information with employers.

### **Staff Training**

A health care plan may reveal the need for some school staff to have further information about a medical condition or specific training in administering a particular type of medication or in dealing with emergencies. School staff should not give medication without appropriate training from health professionals. If school staff volunteer to assist a pupil with medical needs, the appropriate training should be arranged through the School Health Advisor who will be able to advise on further training needs.

### **Confidentiality**

The Headteacher and school staff should treat medical information confidentially. The Headteacher should agree with the pupil (where he/she has the capacity) or otherwise the parent/carer, who else should have access to records and other information about a pupil. If information is withheld from staff, they should not generally be held responsible if they act incorrectly in giving medical assistance but otherwise in good faith.

## **Intimate or Invasive Treatment**

Some school staff are understandably reluctant to volunteer to administer intimate or invasive treatment because of the nature of the treatment, or fears about accusations of abuse. Parents/carers and the Headteacher must respect such concerns and should not put any pressure on staff to assist in treatment unless they are entirely willing. The Headteacher or Governing Body should arrange appropriate training for school staff willing to give medical assistance. The School Health Advisor should be contacted in the first instance to arrange this. The school should arrange for two adults, preferably one the same gender as the pupil, to be present for the administration of intimate or invasive treatment as this minimises the potential for accusations of abuse. Two adults often ease practical administration of treatment too. Staff should protect the dignity of the pupil as far as possible, even in emergencies.

## **Emergency Inhaler**

The school has chosen to hold an emergency salbutamol inhaler for use by pupils who have been prescribed a reliever inhaler and for whom parental consent for its use has been obtained.



## Section 3

### Reporting of Accidents and Violence

#### Part A; Procedures

#### Part B: Hertfordshire County Council Policy on Assaults on Staff and Civil Claims

#### Part A – Procedures

##### Introduction

It is the duty of staff at Woolenwick Junior School, under the Health and Safety at Work Act, to report all accidents and dangerous occurrences, *however minor*, that occur on County Council premises or that arise from work carried out on behalf of the County Council. This responsibility extends to incidents involving pupils, students, contractors, visitors and other members of the public as well as to employees.

All members of staff need to be aware of their duty and of the procedures for reporting accidents to their managers, to the County Council and to the Health and Safety Executive.

Staff also have a duty under the Social Security (Claims and Payments) Regulations 1979 to report to their employer accidents and dangerous occurrences which result in personal injury and for which benefit may be payable. Failure to report such accidents might affect subsequent claims to the DSS for industrial injury disablement benefit.

##### Reporting Procedure

There are four levels of reporting:

1. to the site management (the Headteacher);
2. to the parents/carers
3. to the County Council;
4. to the Health and Safety Executive (HSE).

##### Reporting To Local Management

At Woolenwick Junior School, as soon as practicable after an incident, the details should be reported, either orally, or in writing using the County Council Accident Report Form to the Headteacher.

An Accident Report Form should normally be completed by the Headteacher or by his/her nominated representative. Where the form is completed by the injured person (or his/her representative), its content should be verified and any appropriate information added to the relevant section. The content of the form should be restricted to the facts relating to the incident: it should not contain comment or opinion.

Minor injuries (i.e. those requiring nominal first aid treatment or none at all) may simply be recorded in the school's Accident Book.

The circumstances of an incident should be investigated at the earliest opportunity. Where remedial or protective action is required, then this should be carried out immediately (see section on Accident Investigation).

##### Reporting To Parents/Carers

Minor injuries will be reported to the parents/carers at the end of the school day.

Major injuries (i.e. those requiring treatment in excess of nominal first aid) shall be reported to the parents/ carers immediately.

## **Reporting to the County Council**

All employee accidents, no matter how minor, must be reported to the County Council using the online accident reporting system hosted on Solero.

The Headteacher must report more serious accidents, as detailed below, and dangerous occurrences to the County Council **on the same day** that the incident occurs using the online accident reporting system hosted on Solero.

1. Major injuries.
2. Accidents where significant first aid treatment has been provided.
3. Accidents that result in the injured person being taken from the scene of the accident directly to hospital.
4. Accidents arising from premises / equipment defects.

All major incidents will be reported to the Headteacher and the Governing Body / Health and Safety Governor. Parents/carers will be notified immediately of all major injuries.

Accidents will be monitored for trends and a report made to the Governing Body as necessary. The Headteacher, or their nominee, will investigate accidents and take remedial steps to avoid similar instances recurring. Faulty equipment, systems of work etc. must be reported and attended to as soon as possible.

## **Reporting to the HSE**

Incidents involving a fatality or major injury will be reported immediately to the Health and Safety Executive (HSE) on **0345 300 9923** and the Education Health and Safety team on **01992 556478**.

Incidents resulting in the following outcomes must be reported to the HSE via their online reporting system <http://www.hse.gov.uk/riddor/> within 15 days of the incident occurring:

1. A pupil or other non-employee being taken directly to hospital for treatment and the accident arising as the result of the condition of the premises / equipment, due to the way equipment or substances were used or due to a lack of supervision / organisation, etc.
2. Employee absence or inability to carry out their normal duties as the result of a work related accident, for periods of 7 days or more (including weekends and holidays).

**Any incident notified to the HSE must also be reported to the Education Health and Safety Team.**

## **Accident Books**

Woolenwick Junior School must maintain an accident book. It can be in the form of a ring binder containing a copy of these notes, blank report forms for use and completed report forms but could be kept in an alternative format provided that it contains the relevant details.

Completed Report forms should be kept in a ring binder separated and indexed as follows:

- A Accidents to Employees
  - i Fatalities and Major Injuries and Conditions
  - ii Four Day Incapacity Accidents
  - iii Other Accidents
  
- B Accidents to Non-Employees
  - i Fatalities and Major Injuries and Conditions
  - ii Other Accidents

C Occupational Diseases

D Dangerous Occurrences

Accident records are retained for at least 3 years.

### **Accident Investigation**

All accidents, however minor, need to be investigated to determine whether action is needed to prevent a recurrence.

Not all accidents will warrant further action.

Accidents that are the result of, for example, faulty equipment or damage to buildings or furniture may require one or more of the following to prevent recurrence:

1. removal of the damaged or faulty item;
2. isolation of the damaged or faulty item and the surrounding area.
3. repair of the damaged or faulty item

Where an accident is the result of unsafe practices, those practices need to be reviewed and changed. For example, in a school it may be unsafe to allow some ball games to be played close to windows.

The result of an accident investigation and of the remedial or preventative action, if any, should be recorded.

### **Further Advice**

Further advice is obtainable from:

[Building Management Team \(01992 556677\)](#) or

[Health & Safety Team \(01992 556509\)](#).

## **Part B – Hertfordshire County Council Policy on Assaults on Staff and Civil Claims**

### **Introduction and Scope of Policy**

The purpose of this Policy is twofold:

1. To state the County Council's commitment toward any employee who, in the performance of duties on County Council business, is the victim of an attack.

and

2. To state the County Council's stance in the event of a civil action being brought against an employee for actions undertaken as part of County Council business.

The County Council accepts that it has a responsibility to provide safe places and systems of work.

The Policy is intended to cover all employees of the County Council, employees in voluntary aided schools and will also be extended to volunteers engaged in County Council business.

### **Assaults**

In cases of actual or grievous bodily harm, where there is sufficient evidence, the Police will normally bring a prosecution. This Policy will apply to cases of serious verbal assault or common assault or where, exceptionally, the Police decide not to prosecute for actual bodily harm or grievous bodily harm.

The County Council arrange centrally personal accident cover for all employees, which provides compensation should the employee sustain bodily injury as a result of assault:

1. Death or loss of one or more limbs or eyes or other permanent total disablement = 5 x annual earnings (or £35,000 whichever is the greater);
2. Permanent partial disablement = varying percentage of (1);
3. Temporary total disablement = £50 per week.

In all cases of assault the employee should report the incident to the Headteacher, Officer in Charge or immediate supervisor, who will report the matter to the Chief Officer as soon as is reasonably practicable.

Each case will be thoroughly investigated by the department concerned. The employee and witnesses to the incident may be required to prepare written statements of fact. The Chief Officer of the department concerned will refer the case to the Director of Law and Administration within the terms of this Policy together with any comments he may have. This information will also be copied to the employee concerned.

Following a referral from the Chief Officer, the Director of Law and Administration will meet the employee concerned to discuss options and to give advice, if so requested by the employee.

The County Council will, depending upon the facts of the case, meet the reasonable legal expenses incurred (account having been taken of any costs awarded in the employee's favour) if the employee brings a private prosecution of civil action. In the event of an appeal a further interview with the Director of Law and Administration will be held to discuss the possibility of continued assistance.

### **Civil Claims Brought Against an Employee**

Most negligence claims and other civil actions will be brought against the County Council rather than the employee. The County Council, however, accepts the principle that its employees should be indemnified for

actions brought against them for negligence whilst acting within the scope of their employment. The County Council carry insurance accordingly.

If a civil claim is received, the employee shall at once notify the Chief Officer for immediate reference to the Director of Law and Administration. The County Council's insurers will then conduct any proceedings at no cost to the employee.

### **General Points**

In all cases where assistance is provided by this Policy, the employee will be allowed time off with pay to seek legal advice and to attend Court.

The employee will be advised to involve a trade union representative. A trade union representative may accompany the employee to discussions with the Director of Law and Administration.

If insurance arrangements change to include self-insurance, the County Council will nevertheless act for the purposes of this policy as if it were the insurers.

If it is considered by the Director of Law and Administration that an employee has acted in a manner that is likely to involve him/her in disciplinary action, the employee will be so advised and assistance under this Policy may be withheld.

## Section 4

### Working Alone on the Premises

At Woolenwick Junior School, staff are discouraged from remaining alone on the premises. However, from time to time, we may find that we are working alone in the building. It is important that we all do our best to consider the implications of this in order to decide whether it is appropriate, and what measures we need to have in place to ensure that we are safe. Wherever possible, these judgements should be made in advance when planning the activity or work programme. There will be times when this is not possible, and it is still important to consider the basic issues.

When undertaking a Risk Assessment, here are some of the things we take into account:

1. How secure is the building?
2. Who knows you are there?
3. How would you summon help if you needed it?
4. Are the tasks you are undertaking hazardous?
5. How will you leave the building safely?

Some control measures that we follow are:

1. staff working outside of normal school hours must obtain permission of the Headteacher or a senior member of staff;
2. letting someone know when you plan to leave and when they should expect you;
3. ensuring that you know the appropriate emergency numbers, particularly after switchboards have closed;
4. assessing if it is appropriate for you to carry out the tasks on your own;
5. making sure you have a well lit route out of your workplace and in the car park.

All individuals at Woolenwick Junior School will need to:

1. try to anticipate situations where they will be alone in the building;
2. co-operate with their manager in undertaking a risk assessment;
3. ensure that they comply with the requirements identified by the risk assessment.

All Senior Leaders at Woolenwick Junior School will need to:

1. anticipate the circumstances under which any of their staff will be working alone in a building and consider whether there are suitable alternatives;
2. undertake an assessment of the risks involved;
3. identify measures which will ensure a low level of risk;
4. take the necessary action required by the risk assessment;
5. ensure that all relevant staff are aware of the requirements identified by the risk assessment;
6. monitor to ensure that the arrangements are being complied with;
7. review the risk assessments regularly or sooner if the circumstances change.

**Work involving potentially significant risks (for example work at height) must not be undertaken whilst working alone.**

Nominated key holders attending empty premises where there has been an alarm activation should do so with a colleague if possible. They should not enter the premises unless they are sure it is safe to do so.

## Section 5

### Safe Working with Electrical Equipment

#### Introduction

This section is aimed at highlighting the most important aspects of the 'Code of Safe Working Practice: Use of Electricity at Work' issued to all schools in December 1990.

The relevant pieces of legislation are:

1. The Health and Safety at Work, etc. Act (1974);
2. The Electricity at Work Regulations (1989);
3. The Management of Health and Safety at Work Regulations (1992).

The relevant legislation together with the Code of Practice referred to above should be consulted for more detailed information.

#### Acquiring Electrical Equipment

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

Second-hand acquisitions or electrical equipment lent to, or borrowed by, the school **must** be checked for electrical safety by a caretaker or senior member of staff using the Visual Inspection Checklists shown at [http://www.thegrid.org.uk/info/healthandsafety/documents\\_manual/sec\\_s\\_appa.doc](http://www.thegrid.org.uk/info/healthandsafety/documents_manual/sec_s_appa.doc).

Any mains operated equipment belonging to staff **must** 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 qualified person.

Second-hand, lent, borrowed and staff equipment must be recorded as being used and must be included for testing during the regular testing programme. Again, schools will need to decide on the most appropriate method of recording for them (see paragraph 'Record of Equipment' below).

#### Regular Checking

Any item with a plug should be given a visual check every time it is used.

Check:

1. Is the plug cracked/scorched/rattling?
2. Is the main cable held by the cable grip (coloured wires should not show)?
3. Is the cable worn/split?
4. Is the apparatus itself cracked/scorched/rattling?
5. Are extension leads earthed?

You should also be carrying out a termly check on electrical safety as part of your termly audit (see termly audit sheets). You should use the checklist in paragraph 'Regular Checking' above for these checks.

## **Using Residual Current Devices** – (circuit breakers)

These provide an additional level of protection and should always be used:

1. when a public entertainment licence has been obtained for a public performance;
2. when non-H.C.C. equipment is used;
3. whenever any piece of electrical equipment is used outdoors;
4. where fish tanks use mains voltage equipment (e.g. pumps heaters and lighting).

When electrical sockets etc are protected by RCDs, the RCD protection should be tested at least once a week. When the plug in type of RCD is used it should be tested each time it is used.

If in any doubt consult the electrical engineer at your Area Property Services Office.

## **Use of Extension Leads**

When extension leads are used, three-core cable must be used and the earth conductor must be connected.

The following questions should be asked:

1. Does the location of the lead present a tripping hazard?
2. Is the maximum load marked on the extension lead?
3. Will the maximum load be within the safe rating?
4. Has the extension lead undergone a visual check (see above)?
5. Is the lead knotted or twisted?
6. Is there any strain on the cable?
7. Has the lead been unwound from any drum?

Extension cables should never run under carpets or through doorways.

Extension cables must be checked as part of the regular testing programme (i.e. added to the inventory).

Extension cables should be regarded as temporary. Regular use indicates the need for additional sockets.

## **Record of Equipment**

A record must be kept of all portable items of electrical equipment showing:

1. the detail of the item;
2. the date of acquisition;
3. details of any inspection, testing or repair work.

The inventory must be kept up to date at all times. When any piece of portable electrical equipment is acquired or removed from the site the record should be updated accordingly

## **Regular Testing**

All portable items of electrical equipment will be subject to formal inspection and testing (Portable Appliance Testing (PAT)) on an identified cycle (dependent upon the type of equipment and the environment it is used in). All earthed equipment (class 1) and cables attached to such equipment will be tested annually. This inspection and testing will be conducted by Nathanael Jones.

Nathanael Jones is responsible for keeping an up-to-date inventory of all relevant electrical appliances and for ensuring that all equipment is available for testing.

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



A fixed electrical installation test (fixed wire test) will be conducted by an external contractor on a 5 year cycle.

Between checks any defects should be reported immediately to your Area Property Services Office.

Portable electrical equipment in schools should be tested to the frequencies stated in the County Guidance Manual: Section E and schools will need to check that all items are on the latest equipment record (paragraph 'Record of Equipment' above) which is presented to the contractors undertaking the testing.

## **Conclusion**

Whilst highlighting the main Health and Safety items connected with using electrical equipment, this section does not provide the comprehensive advice contained in the Code of Safe Working Practice.

Anyone using electrical equipment should be aware of the contents of that document and should follow the advice contained in it.

It cannot be stressed too strongly that the consequences of not acting in accordance with guidance provided can be severe or fatal to pupils, staff or visitors.

If you have any doubts at all you should seek the appropriate professional advice.

## Section 6

### Play and PE Equipment

#### **Introduction**

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

Teachers have a *duty of care* for those in their charge (in class and clubs) to ensure that planning and implementation include recognition of safety as an important element.

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

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

'Safe Practice in Physical Education' published by BAALPE, ISBN 1 871 228 093.

Saltwells EDC  
Dudley LEA Publications (BAALPE)  
Bowling Green Road  
Netherton  
Dudley  
DY2 9LY

Tel: 01384 635155; extension 307.

#### **Physical Education and the Law**

##### **Introduction**

The Law will reasonably 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.

The school must declare its own policies and practices, which will eliminate possible risks.

##### **Duty of Care**

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

Teachers at primary schools can greatly improve their policy and safe practice in physical education if they examine very carefully all the working environments in which they place themselves and their pupils. This should remove or significantly reduce the incidence of accidents through the effective management of potential hazards.

##### **Qualifications for Teaching Physical Education**

\* A qualification may be defined as having the skills, knowledge, understanding and competence necessary to effectively and safely plan, deliver and evaluate a programme of activities to a class or group of young people in methods approved through regular and accepted good practice. Qualified individuals should be experienced, trained, assessed and accredited to a level at which those with responsibility may reasonably express confidence of successful outcomes in the planning and delivery of the activities being undertaken.

\* There is no requirement in law that a teacher must hold a specific award before teaching an activity in physical education. However, it behoves all such personnel and it is prudent to be able to show that they are appropriately qualified to undertake the tasks in which they engage with young people. Primary school teachers should likewise have experienced physical education appropriate to that age-range during their initial training. In-service training courses provide supplementary additional opportunities for teachers and lecturers to further and extend their expertise in areas of physical education. Headteachers should check on the level of initial training of staff involved in teaching physical education.

(\*- Taken from 'Safe Practice in Physical Education' – BAALPE).

## **Specialist Activities**

### Athletics

Athletics embraces a range of tasks, activities and events for the teaching of coaching children in both primary and secondary schools. Guidelines for middle/secondary physical education specialists covering the use of equipment, landing areas and facilities can be found in Section 12 of 'Safe Practice in Physical Education'. Teachers should be aware of 'safety areas', particularly during throwing events.

### Gymnastics

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

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

1. A thematic approach in which tasks are set to which varied individual responses are made and for which support is not generally applicable. (With this approach, a teacher will give help and encouragement where appropriate.)
2. A formal approach where provision of support in some activities is essential. (This approach should only be used by the teacher/coach with the relevant knowledge and skills and where appropriate the governing body award.) Teachers should not support a child e.g. a backward roll, unless they have been shown how to do so by a professional.

### Outdoor and Adventurous Activities

Good planning is central to Safe Practice out of doors and this presumes good leadership.

The document 'Safety Policy and Guidance for Visits, Journeys and Related Activities within the Education Service', HCC, should be referred to by managers and their staff when planning such activities. It is the authority's view that safety is inextricably linked with efficient planning, organisation and supervision.

Further guidance as a result of the Activity Centres (Young Persons' Safety) Act 1995 and The Adventure Activities Licensing Regulations 1996 can be found in HCC documentation 'Safety in Outdoor Education'.

Further advice can be obtained from [Offsite Visit Advisers, 01992 556491](#).

### Class Sizes in Physical Education

In determining the size of teaching groups in physical education, Headteachers and teachers need to take account of:

1. nature of the activity;
2. age, experience and developmental stage of pupils/students;

3. requirements of the National Curriculum.

Further guidance available under 'Class sizes in Practical Subjects', Health and Safety, Policy and Guidance.

### Adults Other Than Teachers (AOTTs)

Adults other than teachers are used widely in a variety of ways to support the delivery of physical education and in the extended curriculum to:

1. support and work alongside teachers in the delivery of the curriculum;
2. work alongside and support teachers in the development of school clubs and teams on the school site;
3. deliver off-site activities.

Schools should note, in law, the school governing body has a duty of care that operates for any activity in which pupils are engaged. Teachers cannot transfer this duty and therefore AOTTs must work alongside teachers with supervision.

Schools should refer to:

'Guidelines for Local Education Authorities, Schools and Colleges' in the use of 'Adults Other Than Teachers in Physical Education and Sport Programmes', BAALPE.

### **Climbing Frames and Outdoor Play Equipment**

The school playground, particularly in the primary school, 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 will probably be planned both within the physical education curriculum and during play breaks outside.

### **Categories of Climbing Equipment**

Climbing equipment falls into two categories:

1. play equipment intended for permanent installations outdoors;
2. agility play equipment.

(Whilst most agility play equipment is designed for indoor use, some equipment, especially that which is portable, is used by early years teachers outside.)

### **Play Equipment Standards**

**All** products must meet the appropriate Standards. Both **portable** and **fixed** climbing equipment that has a critical fall height of 600mm **must** be on an impact-absorbing surface if **used outside**.

All new equipment selected should now meet EN 1176 and EN 1177 or equivalent.

In order to ensure compliance, the authority recommends that only manufacturers/contractors with appropriate play industries registration be used by schools which are planning to install new outdoor play equipment. Schools should check that companies have API or BSI registration for equipment manufacture and installation.

Further guidance can be obtained from the Health & Safety Team on 01992 588262.

## Inspection

Schools have a responsibility to ensure that equipment is appropriately checked and monitored on a daily basis, keeping a log and a permanent record on site.

A detailed certified inspection is required annually by a specialist body. In Hertfordshire it is recommended that this is undertaken by the Education Workshop Services.

For new equipment a post installation inspection must be arranged.

For non-compliant existing equipment the Annual inspection will give advice and support on assessing risks and making recommendations if appropriate.

Outside fixed equipment which has a critical fall height of 600mm must be removed if not on an impact-absorbing surface

## Guidance for New Installations

The following issues should be taken into consideration before the purchase of new outside fixed climbing equipment and where appropriate, portable climbing equipment:

### Research

- Assessment of need;
- Involve appropriate parties (PTA, Governors, community, pupils, etc.);
- Collect information (other local schools/catalogues);
- Ensure appropriate play industries registration;
- Consult Physical Education Advisers/Education Workshop Services.

### Location

- Services, drains, cables, etc
- Car park
- Public rights of ways
- Climate conditions
- Supervision
- Community issues
- Entrance/exits

### Choice of equipment/surface

- Context (supporting play policy and curriculum opportunities)
- Standards (see paragraph 'Play Equipment Standards' above). Reputable contractors should be asked for written confirmation that equipment will be manufactured and installed to full British standards and/or the forthcoming European Standards.
- Purpose
- Materials
- Height (if there is a critical fall height of 600mm, an impact-absorbing surface is needed)
- Maintenance – short/long term, especially in relation to surface. Bark/loose chippings will require regular topping up and considerable maintenance.
- Assessment of risks/challenges in relation to the types of equipment:
  - i Moving equipment
  - ii Non-moving equipment

Further guidance can be sought from Physical Education Advisers on [01992 588262](tel:01992588262)

## Design and Layout

- Designs must be checked by an independent assessor (NPFA/ROSPA)
- Entrance and exits
- Islands
- Zoning (in relation to the wider opportunities on the playground)
- Activity segregation (in relation to the consultant parts of the equipment)
- Supervision
- Compliance to standards:
  - i Height of agility frame (2.5m)
  - ii minimum use zone (1.8m around items, therefore 3.6m between items)
  - iii Distance from edge of equipment to surrounding edge-(1.7m)
- Climatic conditions

## Installations

- Contractors (reputable and recognised), with appropriate play industries registration
- Post installation inspection must be arranged through manufacturer/independent body
- Recognition of allurement

## Education/Usage Supervision

- Code of practice refer to paragraph 'Code of Practice' below
- Training and information (mid-day supervisors, teaching staff, pupils, parents)
- Relationships to Physical Education Curriculum (developing skills, co-operation)
- Duty of care (Community use, before/after school issues)
- Documentation/record keeping

## Inspection

### Installation

- In right location
- Site cleared
- Orientation
- Assembly
- Dimensions
- Function
- Finish
- Post installation inspection

Running in Daily/Weekly (1<sup>st</sup> period of usage):

- Operating procedure
- Communications
- Exuberance in early stage
- Is it continuing to be as it should
- Structure
- No movement
- Barriers
- Surface
- Entrapment
- Finish of items
- Consumables
- Access
- Vandalism
- Wear/tear/defects

- Moving parts
- Litter/defecation
- Drainage

Quarterly (recorded)

Include the above plus:

- Rot
- Wear
- Corrosion
- Vandalism

### Annual

- Certified Inspection e.g. Education Workshop Services
- External independent body

### Inspection Methodology

<b>Perimeter</b>	general look/changes/vandalism
<b>Rigid Supports</b>	firmly located, good condition
<b>Individual parts</b>	working order
<b>Moving elements</b>	still working as should/no rusting, etc.
<b>Equipment finish</b>	no sharp point/edges, vandalism, rust, splinters, etc.
<b>Surfacing</b>	changes in its condition

### Maintenance Procedure

<b>Ongoing/regular</b>	raking, sweeping, checking surface, clearing
<b>Long term</b>	inspection, annual check, responsibility to ensure full compliance of surface

### Monitoring Review

**Recorded inspections**  
**Communications**

### **Code of Practice**

The following guidelines will be helpful to schools when drawing up their own code of practice. It is advisable that both staff/helpers and pupils are involved in this process.

### Supervision

Play break staff/supervisors should be familiar with the apparatus and of the ability of the children.

The pupils should be educated about the use of climbing equipment.

Staff/supervisors on duty must ensure that the climbing area is visible and can be appropriately supervised when in use.

Staff/supervisors on duty have a responsibility to make regular checks for defects and report them as appropriate.

Consideration should be given to a rota for use, taking into consideration the age and number of children using it at any one time.

Staff/supervisors have a responsibility to ensure appropriate behaviour policy.

Consideration needs to be given to weather conditions.

Apparatus must only be used at appropriate times when supervised. Parents need to be informed that the apparatus is for school aged children only and not to be used before and after school.

### Clothing/Footwear

Suitable clothing should be worn. Hazards arise from - unfastened coats, woollen gloves, scarves, ties, etc.

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

### Zoning of Activities

Consideration should be given to the range of activities occurring within the playground area:

1. ball games/chasing games should be sited away from the climbing area;
2. in a nursery garden, wheeled toys in particular, should be used away from the climbing area.

### Usage

Children will gain the necessary skills of climbing, jumping, landing, balancing, hanging within the physical education curriculum, in particular through gymnastics.

Schools with limited indoor space for climbing opportunities may wish to extend physical education lessons by incorporating the outside climbing equipment.



## Section 7

# Control of Substances Hazardous to Health (COSHH) Regulations 2002

### Legal Framework

These Regulations came into force in 2002 and require all employers to:

1. assess the health risks which arise from hazardous substances in their work activities;
2. where necessary, have in place the controls that this assessment concludes will be most effective to protect people's health;
3. ensure that local exhaust ventilation (e.g. fume cupboards, fume extractors, dust extractors) is adequately maintained at specified intervals (every fourteen months) and that maintenance is carried out by suitably trained personnel.

### Substances Hazardous to Health

Substances hazardous to health most likely to be found in educational establishments include:

1. any chemical which comes from a supplier labelled very toxic, toxic, harmful, corrosive or irritant;
2. micro-organisms;
3. dust of any kind when present as a substantial concentration in the air.

Substances may be hazardous through inhalation, ingestion, absorption through the skin or skin contact.

In schools and colleges, such substances will be found usually in laboratories, practical workshops, cleaners' cupboards and (in the case of pesticides) sometimes in the school playing fields.

However, substances hazardous to health can also be created by practical work (e.g. wood dust, products of chemical experiments, work with micro-organisms). In such situations, prevention or effective controls may be required to minimise the risks to health.

### Risk Assessments

The primary requirement for schools and colleges is to have Risk Assessments carried out before the use or generation of any substances hazardous to health.

Any process which is liable to expose staff, pupils, students or visitors to substances hazardous to health should not be carried out unless a "suitable and sufficient" assessment has been made of the risks to health and about the measures necessary to control exposure to such substance.

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

The school's nominated person responsible for substances hazardous to health is Nathanael Jones.

He shall ensure:

1. an inventory of all hazardous substances used on site is compiled and regularly reviewed.
2. material safety data sheets are obtained from the relevant supplier for all such materials.
3. where required COSHH risk assessments are conducted and that these assessments are seen and understood by those staff that are exposed to the product/substance.
4. all chemicals are appropriately and securely stored out of the reach of children.
5. all chemicals are kept in their original packaging and labelled ( no decanting into unmarked containers).
6. suitable personal protective equipment (PPE) has been identified and available for use. PPE is to be provided free of charge where the need is identified as part of the risk assessment.

Where persons may be affected by their use on site, Nathanael Jones is responsible for ensuring that COSHH assessments are available from contractors (this applies to both regular contracts such as cleaners and caterers and from builders, decorators, flooring specialists, etc).

### **Stock Items from County Supplies and Risk Assessments**

County Supplies have carried out risk assessments for those items they stock. They will supply copies upon request, thus alleviating schools and colleges of the duplication of effort.

However, where supplies are purchased from other sources, it will be necessary for individual risk assessments to be carried out before the substances can be used, if they are not provided by the manufacturer or other source.

### **Prevention or Control**

Exposure to substances hazardous to health should either be prevented or (where it is not reasonably practicable) adequately controlled.

If a substance is hazardous by inhalation it is likely to have been assigned "maximum exposure limits" and "occupational exposure standards". This will be used to assess the level of control. In all cases, control should be achieved by means other than personal protective equipment to the greatest reasonably practicable.

It is important that control measures, personal protective equipment etc are properly used and all employees, have a duty to make full and proper use of them.

## Section 8

### Manual Handling Policy

#### **Introduction**

The Health and Safety at Work, etc. Act, 1974 outlines, by way of general instructions what must be achieved to secure the health, safety and welfare of persons at work.

Woolenwick Junior School as an employer has a responsibility to ensure that all staff are aware of and comply with the current EC directives, the Health and Safety at Work, etc. Act, 1974 and Manual Handling Operations Regulations 1992.

#### **What is a Manual Handling Operation?**

For the purposes of the regulations, this is any task involving supporting or transporting any load (including people, animals and inanimate objects) by human effort including:

1. pushing with the hands, shoulder or torso;
2. pulling a load;
3. holding or supporting something in a static position;
4. lifting;
5. putting something down;
6. carrying.

Woolenwick Junior School as an employer recognises the risk to all staff resulting from moving and handling loads and is committed to providing a safe working environment, and ensuring suitable and sufficient assessments of risk when moving and handling are undertaken.

It is the responsibility of the Headteacher or designated person to implement the policy and ensure the adaptation of the policy to meet the needs as determined by the nature of the work of each curriculum area.

The policy applies to all campuses and all staff who are required to lift and handle loads.

In assessing the tasks that require moving and handling, whether it is people or loads, the policy should be applied within a framework that is reasonable and practicable.

#### **Manager's Responsibility**

In accordance with the current EC directive, the Health and Safety at Work, etc. Act, 1974 and Manual Handling Operations Regulations 1992, the School has a statutory duty to ensure that a suitable and sufficient assessment is made of every task which requires lifting or manual handling.

It is the responsibility of the Manager/Headteacher to operate this policy to establish standards and a commitment to safety in this area.

In accordance with the regulations, the school has a duty to ensure that there are members of staff designated to assess risk. The assessors will be responsible for the individual and environmental examination associated with manual handling procedures and with the policy.

Ensure that all staff receives formal training on moving and handling techniques appropriate to their area of work.

Ensure that records of training clearly identify that the individual has been trained in the principles of manual handling. It is the manager's responsibility to ensure that members of staff are competent and confident before carrying out manual handling tasks.

Implement and monitor the policy in relation to its application and ensure that it is complied with and taking appropriate action if the policy is not complied with.

Ensure that copies of the Manual Handling Policy are available and accessible to staff.

Ensure that all job descriptions and selection criteria clearly state where manual handling is required.

### **Responsibilities of Staff**

All staff have a responsibility to take reasonable care for their own safety and that of colleagues while conducting moving and handling operations.

It is the responsibility of all staff to follow this policy, follow the guidance provided during moving and handling training and use where appropriate, the provided handling equipment as per manufactures instructions. Failure to follow the policy and guidance will result in appropriate management action being taken.

### **Risk Factors for Manual Handling Assessments**

#### **The Tasks**

- Holding or handling loads away from the body
- Awkward movements or awkward posture, such as twisting the trunk, stooping or reaching upwards
- Excessive lifting or lowering distances, or excessive carrying distances
- Excessive pushing or pulling
- Sudden movement of loads
- Frequent or prolonged physical effort
- Adequacy of time for workers to rest

#### **The Loads**

- Heavy weights
- Bulky, unwieldy or difficult to grasp
- Unstable, or with contents that may shift
- Hot, cold, slippery, sharp or otherwise potentially damaging to hold

#### **The Working Environment**

- Space limitations which prevents good posture
- Slippery, uneven or unstable floors or surfaces
- Variations in the level of work or floor surface
- Unusually low or high temperatures
- Poor lighting
- Ventilation problems
- Weather problems, such as wind, rain or snow

#### **Individual Capability**

- Lack of strength or inappropriate height
- Physical incapability due to health problem or medical condition, including pregnancy
- Lack of knowledge or understanding
- The self confidence of the member of staff
- Gender
- Age

#### **Other Factors**

- Awkwardness of necessary personal protective equipment

## **Information and Training**

Suitable information and training will be provided to persons who are required to carry out manual handling activities. Training needs will be identified and reviewed by a responsible person. Refresher training will also be given at regular intervals.

## **Summary Policy Statement**

More than a third of lost time injuries at work are caused by manual handling activities. Simple measures can be taken to reduce these risks. These are:

Risk assess all activities that involve manual handling

Reduce injuries:

- AVOID the need for manual handling: if you can't then
- ASSESS the risks of injury and
- TAKE ACTION to reduce any serious risks

When assessing risks think about:

- THE TASK
- THE LOAD
- THE WORKING ENVIRONMENT
- INDIVIDUAL CAPABILITY

## Section 9

### Safety Audit/Monitoring Systems

#### **Introduction**

Woolenwick Junior School follows the Health and Safety at Work, etc. Act, 1974, which is based upon the concept of self-regulation. In order to ensure that appropriate standards of progress are being achieved and maintained, regular evaluation of safety performance is necessary at every level of operation in the school, the Education Department and the County Council as a whole.

Regular safety audits must be conducted at each educational establishment. Such audits are in addition to the continual ongoing monitoring and observation of activities that are part of the normal day-to-day responsibilities for health, safety and welfare of Headteachers, managerial and supervisory staff.

#### **Frequency**

Systematic safety audits should be carried out once each term in the school.

#### **Responsibility**

At Woolenwick Junior School, that responsibility rests with the Headteacher, site manager and H&S Governor.

#### **Checklist**

The Safety Programme Assessment Sheet provides a monitoring checklist (downloaded from 'The Grid') that should be used both:

1. as an aide memoire for managers and supervisors to facilitate their day-to-day responsibilities for health and safety and
2. as a starting point for the systematic completion of termly safety audits.

A set of Safety Audit Checklists (downloaded from 'The Grid') has been devised for the different and specialised areas of a school. Their purpose is to record:

1. items to be checked;
2. items found to be satisfactory;
3. details relating to items requiring attention;
4. date that remedial action is completed. Where such action is not undertaken immediately by incorporated as part of a programme of improvements, the planned completion date should be recorded. In such cases, this date should be transferred from one safety audit checklist to the next until the completion date falls due.

Safety Audit Checklists should be used for the termly safety audit. The checklists are not necessarily exhaustive, and the Headteacher and managers should add items where necessary.

For Craft, Design and Technology areas, the Safe Condition Surveys produced by the Association of Advisers in Design and Technical Studies should be used.

#### **The Role of Safety Representatives**

It has been agreed with the trade unions that, wherever possible, inspections by accredited safety representatives should be carried out jointly with representatives of management. To avoid duplication of effort, it is recommended that these inspections are incorporated as part of the safety audit programme.

## **Completed Safety Audits**

These should be filed on a separate safety file which should be inspected regularly by the Headteacher in order to ensure that required remedial action is carried out or is progressing satisfactorily.

## **Annual Reports**

No later than the end of March, the site manager should complete a safety report covering the previous financial year on the designated form (downloaded from 'The Grid').

A copy of the safety report should be sent direct to the Education Department Safety Co-ordinator at County Hall by the end of the first complete week in April.

The Education Department Safety Co-ordinator will use the summary reports to produce an annual assessment of the Department's overall safety performance. This will review progress made during the previous year, identify any areas requiring attention and suggest appropriate programmes for the necessary remedial action. The assessment will form the basis of a report to the Director of Education.

The Director of Education will forward this report to the County Council's Central Safety Officer by 1 July. Reports from each department will then be collated for consideration at the July meeting of the Chief Executive's Health and Safety Group. The Group's observations will then be brought before the Chief Officer's Management Team by the Chief Executive in time for any matters with financial implications to be considered during budget preparation for the following financial year.

## **Summary**

1. Day-to-day monitoring of health and safety by Heads and other managers using the Safety Programme Assessment Sheet.
2. Termly safety audits required using the Safety Audit checklists and Safety Programme Assessment Sheet.
3. Annual safety reports required at the end of the financial year using the Annual Health and Safety Report form.
4. Annual safety reports sent to Education Department Safety Co-ordinator by end of first week in April.
5. Departmental safety report sent by Director to County Health & Safety Adviser by 1 July.
6. Chief Executive's report to Chief Officer's Management Team before autumn budget preparations.

## **Section 10**

### **Asbestos**

#### **Location of Asbestos**

Woolenwick Junior School recognises that products containing asbestos have been used in the construction of buildings for many years. The most common areas where asbestos can be found are as follows:

1. Insulation to pipework and ducts;
2. Ceiling tiles and composite panels to certain walling;
3. Panelling to fire doors and service ducts;
4. Roofs;
5. Sprayed insulation to ceilings and structural components.

It should be noted that under normal conditions, any asbestos which is found in the school will be sealed and represents NO danger whatsoever to building users. The only instances where asbestos is a cause for concern is if it is damaged or becomes friable and releases fibres into the atmosphere.

#### **Responsibilities**

Woolenwick Junior School recognises that under the Local Management of Schools and Colleges work associated with asbestos-based materials is the responsibility of the County Council or the school, depending on the division of responsibilities for building matters. Suspect areas should be reported to the Area Property Services Officer.

The School's Asbestos Authorising Officers are Nathanael Jones, and Jill Morgan and refresher training is provided every 3 years. These authorising officers shall ensure:

1. The asbestos management plan is maintained and that any changes are notified to the LA.
2. That the asbestos log is consulted at the earliest possible opportunity in the planning process and that all work on the fabric of the building or fixed equipment is entered in the permission to work log and signed by those undertaking the work.
3. A visual inspection of those asbestos containing materials remaining on site is conducted and recorded in the asbestos log (minimum of annually).

#### **Identification**

Woolenwick Junior School recognises that identification of asbestos can only be confirmed by examination of the fibres under a microscope. Woolenwick Junior School has copies of the survey reports (undertaken between November 1994 and November 1995 and sent to schools in November/December 1995) that identify any areas containing asbestos and giving maintenance advice. Woolenwick Junior School complies with this advice. Please see the asbestos file.

#### **Informing Contractors**

Woolenwick Junior School recognises it is essential that any contractors or school staff undertaking maintenance or any other building work on school premises have information on the presence and location of asbestos.

Where work is carried out through the County Property Partnership, notification will happen through the local surveyor.

Where building work or maintenance is organised directly by the school it is essential that the contractor has access to the information contained in the asbestos report in order to avoid areas containing asbestos or to ensure that appropriate precautions can be taken where necessary.

#### **Action to be Taken**



At Woolenwick Junior School, if in spite of these precautions materials suspected of containing asbestos are actually found while undertaking the work, **work will be stopped immediately**, the area concerned will be isolated and our Area Property Services Officer will be notified.

The regulations for the removal of asbestos are very stringent with only licensed contractors being approved to remove most types of asbestos products.

Asbestos is an emotive issue so extra care is required when working in areas where asbestos could be found.

Report any cracked, broken or dusting asbestos-containing board or insulation to the Area Property Services Officer.

**DO NOT**

1. Take samples for identification.
2. Disturb products containing asbestos, e.g. by sanding, drilling or cutting.
3. Proceed in ignorance without obtaining professional advice.

**IF IN DOUBT – ASK.**

PLEASE REFER TO WOOLENWICK JUNIOR SCHOOL'S ASBESTOS FILE.

# Section 11

## DSE/VDU Statement

### The Law

The Health and Safety (Display Screen Equipment) Regulations 1992 were introduced into UK law following a European Community Directive and are now fully in force. The Regulations are often referred to as VDU Regulations or Display Screen Regulations, which sought to protect the health of workers by reducing risks from VDU work. All VDU workstations for staff who are VDU users and operators (defined in the Regulations) must comply with the minimum standards laid out in the Schedule to the Regulations.

The requirements of the Regulations are:

1. analysis of workstations;
2. workstation layout;
3. daily work routine of users;
4. provision of training;
5. provision of information;
6. eyes and eyesight tests.

### Current School Policy and Procedures

In order to comply with legislative requirements in protecting the health of University VDU 'users' the aim of the UNN policy is to reduce the risks to individuals of health problems associated with VDU work, these are:

1. upper limb disorders (including pains in the neck, arms, elbows, wrists, hands and fingers);
2. temporary eyestrain;
3. fatigue and stress.

### User Criteria

The Schedule to the Regulations sets down minimum standards for workstations for those staff identified as VDU users or operators. Users must meet the criteria outlined in the Health Centres Criteria document, taken from the Schedule. It is the responsibility of managers to identify users within their department and to supply the health centres with names and telephone numbers (health centres will arrange appointments).

### Analysis of Workstations

Workstations of VDU users should conform to a minimum standard for equipment, furniture and working environment. It is the responsibility of managers to provide workstation assessments. Workstations that do not comply should be upgraded.

### Provision of Training and Information

Training is provided by the Nursing team and will cover:

1. risks from working with VDUs, ergonomic advice and how to adjust furniture, the importance of good posture and activity changes or breaks;
2. VDU users will also be given a copy of the UNN Workstation Standards and Health and Safety Executive leaflets; these give specific information regarding VDU work and the Regulations.

## **Eyesight Tests and Spectacle Costs**

Members of staff who are approved VDU users are entitled to request an eyesight test or eyesight examination. The current policy is for screening to be carried out at a health centre using a Titmus Vision Screener.

Where the screening indicates that a full optician's assessment is required the member of staff will be referred to Occupational Health at HCC.

If the optician reports that spectacles are required solely for VDU use, the UNN will pay for the provision of basic standard vision or standard bifocal spectacles, or will provide a contribution to more expensive spectacles, currently £42.50 for single vision and £85 for bifocal spectacles.

VDU users are advised to contact the health centre if they have any further visual problems when performing VDU work.

## **A. EQUIPMENT**

### **1. DISPLAY SCREEN**

- 1.1 The characters on the screen should be well defined and clearly formed, of adequate size and with adequate spacing between the characters and lines.
- 1.2 The image on the screen should be stable, with no flickering or other forms of instability.
- 1.3 The brightness and the contrast between the characters and the background should be easily adjustable by the operator or user.
- 1.4 The screen must swivel and tilt easily and freely.
- 1.5 It should be possible to use a separate base for the screen or an adjustable table.
- 1.6 The screen should be free of reflective glare and reflections.
- 1.7 The screen should be positioned directly in front of user.
- 1.8 The screen height should be adjusted so that the top of the screen is approximately at eye level.

### **2. KEYBOARD**

- 2.1 The keyboard should be tiltable and separate from the screen.
- 2.2 The keyboard should be placed directly in front of user.
- 2.3 The space in front of the keyboard should be sufficient to provide support for the hands and arms of the operator or user and to allow placement of wrist support if required.
- 2.4 The keyboard should have a matt surface to avoid reflective glare.
- 2.5 The symbols on the keys should be adequately contrasted and legible.
- 2.6 The keyboard design should allow quick, accurate location of keys without discomfort.

### **3. WORK DESK OR WORK SURFACE**

- 3.1 The work desk or work surface should have a sufficiently large, low-reflectance surface and allow a flexible arrangement of the screen, keyboard, documents and related equipment.
- 3.2 The document holder should be stable and adjustable and should be positioned so as to minimise the need for uncomfortable head and eye movements.
- 3.3 There should be adequate space for operators or users to find a comfortable position.

### **4. WORK CHAIR**

- 4.1 The work chair should be stable and allow the operator or user easy freedom of movement and a comfortable position.
- 4.2 The seat should be adjustable in height.
- 4.3 The seat back should be adjustable in both height and tilt.
- 4.4 A footrest should be made available to any operator or user who wishes one.

## **B. ENVIRONMENT**

### **1. SPACE REQUIREMENTS**

- 1.1 The workstation should be dimensioned and designed so as to provide sufficient space for the operator or user to change position and vary movements.

### **2. LIGHTING**

- 2.1 Lighting should be appropriate for all the tasks performed at the workstation (i.e. reading from the screen, keyboard work, reading printed texts, writing on paper).
- 2.2 Possible disturbing glare and reflections on the screen or other equipment should be prevented by co-ordinating workplace and workstation layout with the positioning and technical characteristics of the artificial light sources.

### **3. REFLECTIONS AND GLARE**

- 3.1 Windows should be fitted with blinds.

### **4. NOISE**

- 4.1 Noise from equipment such as printer at display screen work stations should be kept to levels which do not impair concentration or prevent normal conversation.

### **5. HEAT AND HUMIDITY**

- 5.1 Equipment belonging to any workstation should not produce any heat which could cause discomfort to operators or users.

## **C. WORK ROUTINE**

### **1. BREAKS OR CHANGES OF ACTIVITY**

- 1.1 Spells of intensive display screen work should be broken up by periods of non-intensive, non-display screen work to prevent fatigue and to vary any visual and mental demands.

## Section 12

### Snow

#### **Snow and Ice Clearance**

Each year, many staff and members of the public suffer personal injuries as a consequence of slipping and falling on ice and snow.

The Health and Safety at Work, etc. Act, 1974 and the Occupiers Liability Act place a responsibility upon the employer, so far as is reasonably practicable, that the means of access and egress from its premises are maintained in a condition that is safe and without risk to either its employees or other persons.

The approved code of practice which supports the Workplace (Health, Safety and Welfare) Regulations states that "arrangements should be made to minimise risks from snow and ice. This may involve gritting, snow clearing and closure of some routes..."

It is a popular misconception that an occupier cannot be held liable for failing to clear snow/ice, but can be held liable once an attempt at clearance has been made and then someone is injured. The true position is that an occupier can be held liable for 'failing to act reasonably' in order to prevent accidents.

The Headteacher is responsible for ensuring that the means of access to their establishment is safe for both employees and visitors and that adequate arrangements are made to ensure that the risks from snow and ice are minimised. It is recognised that it is not possible to remove immediately every piece of snow or ice. It does however, require those responsible for premises to exercise careful judgement and prioritise de-icing and salting of key access routes.

All reasonable efforts should be made to ensure that the school remains open as normal.

Schools should follow the Snowline guidance for severe weather events that culminate in closure.

#### **Risk Assessment**

The Headteacher and premises manager must ensure that a risk assessment is in place, which covers the hazards associated with snow and ice on their premises. A generic risk assessment covering snow and ice is available on the Grid.

The following recommendations are provided as a guide to typical arrangements that should be in place. The premises manager is responsible for reviewing and revising the arrangements as determined by their local risk assessment:

1. Staff to be aware of their duties and responsibilities; it may be necessary for site staff to start work earlier on a particular day to commence a gritting plan.
2. Adequate equipment to be available (including salt/grit – rock salt for de-icing is available from Hertfordshire Supplies).
3. Determine which access routes are the most used/important.
4. 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 the route should be regarded as a priority.
5. Treat cleared paths with salt/grit to maintain a clear pathway especially where temperatures remain below freezing.
6. As time permits, other pathways to entrances and between buildings should be cleared and gritted.
7. Appropriate checks to be made to ensure continued safety.
8. Identify any particularly dangerous areas which require extra care and should be checked/treated more frequently e.g. steps, slopes, gullies which may be hidden etc.
9. Consider the needs of any visitors with particular needs (elderly, disabled etc.)

Where the Headteacher or premises manager has 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 must be marked clearly, using signs/cones/tape to ensure everyone is made aware.

If playgrounds remain in use, supervision levels may need to be increased.

All staff should be aware of the risk assessment in place for snow and ice and take responsibility for following the designated paths and access routes when such conditions exist.

### **Routes to School during Severe Weather**

The Headteacher will also consider how such weather may affect the operation of the school, e.g. transport difficulties in getting to school and the availability of staff and other services.

Whilst walking routes to schools are increasing, it is not practical to undertake salting on footways, or roads, to all schools in the county. Those schools serving the highest numbers of pupils are those most likely to be serviced by scheduled bus services or high usage footways so are likely to receive pre or post salting.

Problems with Hertfordshire's roads can be reported by visiting [www.hertsdirect.org/highwayfaults](http://www.hertsdirect.org/highwayfaults) or by telephoning 01438 737320.

## Section 13

### Working at Height

Working at height can present a significant risk. Where such activities cannot be avoided, a risk assessment will be conducted to ensure such risks are adequately controlled. A copy of this assessment will be provided to employees authorised to work at height.

When working at height (including accessing storage or putting up displays), appropriate stepladders or kick stools are to be used. Staff must not climb onto chairs, tables, etc.

Woolenwick Junior School's nominated person responsible for work at height is the Site Manager, Nathanael Jones.

The Site Manager shall ensure:

1. all work at height is properly planned and organised;
2. the use of access equipment is restricted to authorised users;
3. all those involved in work at height are trained and competent to do so;
4. the risks from working at height are assessed and appropriate equipment selected;
5. a register of access equipment is maintained and all equipment is regularly inspected and maintained;
6. any risks from fragile surfaces are properly controlled.

#### Restrictions

Only trained staff are to use ladders; those who do not have training are to be supervised by Nathanael Jones (Site Manager). Basic instruction is provided to all staff who use ladders / stepladders is given at <http://www.hse.gov.uk/pubns/indg405.pdf>.

Staff and pupils are to use kick stools only.

Contractors must carry out their own risk assessment before working at height. They must use their own equipment.