

September 2025

Health and Safety Policy 2025/2026



Review Date	Version number	Reviewer/Owner (post holder)	Approved by (Committee)	Signature
July 2020	1	DFO	Trust Board	
November 2021	2			
20.09.2022	3	Ruth Lee	LGC	
18.6.2024	4	Ruth Lee	LGC	
23.9.2025	5	Ruth Lee	LGC	

Doc 1 of 2 docs	Version 5	(Sept 2025)	
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The Orchid Vale Primary School Statement of General Policy

- 1.0 The Park Academies Trust is the employer of its staff both centrally and at its academies. There is a Local Advisory Body/Headteacher (LGC/HT) with delegated powers. The (LGC/HT) will:
- 1.0.1 Accept its responsibility for setting out the overall establishments HS&W Policy and undertake to take all reasonable steps within its power to prevent or reduce the possibility of:
- Harm, injury and ill-health to children, employees, parents, contractors, visitors to the school and members of the general public;
 - Damage to property, plant, machinery, equipment, tools and other materials;
 - Harm to the environment
- 1.1 Ensure, so far as is reasonably practicable, that the establishment's budget reflects the finance necessary to implement Health, Safety & Wellbeing requirements.
- 1.2 Accept its responsibility under the Health and Safety at Work etc Act 1974, so far as is reasonably practicable to:
- 1.2.1 Provide plant, equipment and systems of work which are safe and without risks to health;
- 1.2.2 Make arrangements for ensuring the handling, storage and transportation of articles and substances are safe and without risk to health;
- 1.2.3 Provide suitable and sufficient information, instruction, training and supervision to enable all employees, children, parents and carers at the establishment to perform their work, learning and play safely and efficiently;
- 1.2.4 Promote the development and maintenance of sound HS&W practices ensuring that any actions taken are inclusive and non-discriminatory;
- 1.2.5 Maintain the premises in a condition that is safe and without risks to health and ensure the maintenance of safe access to and exit from the premises;
- 1.2.6 Provide and maintain a working environment that is safe and without risks to health and adequate as regards welfare facilities for employees, children, parents and carers.
- 1.2.7 Provide as necessary personal protective equipment ("PPE") to all employees, volunteers, parents, children and visitors in the setting, for the safe use of plant, machinery, equipment, tools, materials and substances for work or within the curriculum.
- 1.2.8 Maintain a close interest in all health and safety matters insofar as they affect all activities under the control of the establishment. In particular they will work closely with

other agencies sharing the premises to cooperate on work-related health and safety matters. They will also check that parents and carers and community groups are also health and safety aware.

- 1.2.9 Keep themselves up to date on relevant health, safety and wellbeing matters through employers, professional development, advice from the Trust and the setting's competent person/s, the Headteacher or Director of Finance and Operations/Trust Board.
- 1.3 Recognise the requirement to engage and consult staff on Health, safety and Wellbeing matters which will be achieved by discussion through the setting's safety committee, or other effective means.
- 1.4 Agree that one of their members to be designated the "Health and Safety LGC Member who will attend meetings of the safety committee and speak on HS&W matters at the appropriate sub-committee and/or (LGC)
- 1.5 Delegate authority for the development and implementation of this policy to the Headteacher who will:
 - ensure that arrangements will be made to bring this policy to the notice of all employees (including new, temporary and part-time employees) at Orchid Vale Primary School.
 - The Headteacher will also bring it to the attention of parents/carers, agency and other contract staff, contractors, volunteer helpers and the children so that they fulfil their duties to co-operate with this policy.
 - The Headteacher will liaise with other agencies and groups using the site during school hours to ensure consistent health and safety outcomes.
- 1.6 Recognise their responsibility for monitoring HS&W performance, including auditing and will require the Headteacher to present reports of Health and Safety, Wellbeing and related matters to the LGC at each meeting. This will include evidence of safety inspections carried out by representatives of the setting at least three times a year.
- 1.7 Seek to continually improve HS&W Policies, Procedures, Codes of Practice and Guidelines. Cross-cutting matters such as safeguarding and inclusion will be linked in so there are no policy gaps.
- 1.8 Review this policy on a regular basis to confirm that the arrangements are still appropriate. The review will take place whenever there are significant changes in the arrangements and not later than 24 months from the previous review date. This policy will be re-edited and re-issued within three months of the review date where this is deemed necessary.

Signed by the Chair of LGC

Name:

Date:

Signed:

Signed by the Headteacher

Name: Ruth Lee

Date: 23/9/2025

Signed:

Signed by the CEO

Name:

Signed:

2.0 Organisation and arrangements of the school for health, safety and wellbeing

- 2.1 The Employer of Orchid Vale Primary School recognise the need to identify organisational arrangements in the school for implementing, controlling and monitoring HS&W matters. In this matter they follow the guidance in document *HSG 65 Managing for Health and Safety* published by the Health and Safety Executive. They also accept the need to consult individuals before allocating particular health, safety and wellbeing functions. Individual duties including reporting arrangements and, therefore, organisation and accountability follow.
- 2.2 Functional elements: School organisation for health, safety and wellbeing showing links with safeguarding and food safety etc. (See flow chart below)
 - 2.2.1 The posts with significant HS&W roles are set out in the chart below. Everyone has some responsibility and the chart is highlighting the major management lines.

A list of people and their jobs and health and safety roles follows

	Version 4	September 2025	
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Table of posts with major health and safety roles: school and governors Table 1

Post No.	HS&W Role	Position with Responsibilities
1	H&S LGC Lead	Kathryn Sanders
2	Clerk to Governors	Helen Bissex
3	Headteacher	Ruth Lee
4	Health and Safety Coordinator	Ruth Lee
5	First Aid Coordination	Kay McLeod
6	Key Holder(s), fire and burglar alarms	Pinnacle
7	Premises management day to day	Pinnacle Site Caretaker / Nicola Pursey / Sarah Hedges
8	Premises functions	Pinnacle
10	Senior Leader: Curriculum Health and Safety	Deputy /Assistant Headteachers/PSHE Lead
13	Subject Leaders	See Staff Handbook

Table 2: Other school posts with important health, safety and safeguarding roles.

	HS&W Role	Position with Responsibilities
15	Catering Manager	Sodexo / Pinnacle
16	PTA Food Hygiene co-ordinator	Ruth Lee
17	Educational Visits Co-ordinator	Ruth Lee
18	Visits Leader	Ruth Lee (delegated to trip leaders)
20	Inclusion	Helen Willcox
21	Single Central Record Manager	Kay McLeod/Ruth Lee
22	Safeguarding	Helen Willcox
23	Safeguarding Deputies	Helen Rao/Emma Ponting/Ruth Lee/Lucy Mitchell/Alex Dipple
24	Administration of Medicines	Tracey Brackenbury
25	Fire Marshalls Co-ordinator	Helen Rao
26	Lead MDSA	Ruth Lee
27	Student Placement Co-ordinator	Helen Rao
28	Work Experience	Helen Rao

Table 3: Table of *external contractor's* posts with major health and safety roles.

	HS&W Role	External contractor
30	HS&W Advisor and School's "competent person"	Delegated Services Ruth Lee
31	Compliance Management	Nicola Pursey
32	Utility Services Advice	Pinnacle
33	Cleaning Contract Manager	Pinnacle
34	Grounds Maintenance Contract Manager	Pinnacle
35	Fire Alarms	Pinnacle
36	Fire-fighting Equipment	Pinnacle
37	Emergency Lighting	Pinnacle
38	Entry Systems Security CCTV	Pinnacle
39	Pest Control	Pinnacle

40	Alarms Monitoring	Pinnacle
41	Electrical	Pinnacle
42	Heating and Hot Water	Pinnacle
43	Water Hygiene and Legionella Control	Pinnacle
44	Glass Emergency Repairs	Pinnacle
45	Overnight Security Call-out	Pinnacle
46	Counselling Services	DAS – The Park Academies Trust

3.0 School Health, Safety & Welfare Consultative Committee

3.1 The Park Academies Trust will incorporate health, safety and wellbeing in their sub-committees as appropriate.

3.1.1. The Park Academies Trust recognise that the way forward in achieving effective management of the school's HS&W Policy and the arrangements necessary to fulfil the obligation includes the staff HS&W Consultative Committee, or a similar another committee incorporating these responsibilities.

Other people who may be able to contribute to matters under discussion when relevant but not at every meeting necessarily for example: The Educational Visits Coordinator, First Aid Lead Staff, Personnel/HR, SENDCO, Staff with Safeguarding roles, high risk area Subject Leaders such as Science, D&T and PE, Site Managers/Caretakers.

H&S Advisors will be used as necessary.

3.1.2. The HS&W Consultative Committee shall meet regularly so as to give time and full consideration of:

- Risk assessments, incident information, safety procedures and working practices;
- Reports on premises inspections, compliance, and building works,
- The resources required for training and development and other HS&W matters.

3.1.3 The HS&W Consultative Committee shall in addition meet annually in order to exercise an overview of the school's HS&W performance and to produce a report for the (Employers, as stated in 1.1).

3.2 Arrangements for Safety Representatives or consultation with Employee Representatives.

- 3.2.1 Where necessary, liaison and communication will take place with Trade Unions or consultation with Employee Representatives about problems, hazards or defects either arising from or relating to activities at the school.
- 3.2.2 While most problems will be dealt with as they arise on a day-to-day basis those with longer term implications will also be discussed the LGC, The Trustees or Gemma Piper.

See: <http://www.hse.gov.uk/involvement/index.htm>

- 3.2.3 Specific issues that require immediate action will be taken after consultation with the Headteacher or Deputy Headteacher or the Health and Safety Coordinator.

4.0 Monitoring and auditing Health, Safety and Wellbeing Performance

- 4.1. The Park Academies Trust will require the Health and Safety Co-ordinator and Headteacher to provide a report at all LGC meetings which will identify strengths and development areas, propose achievable remedies as well as a general update and overview, including; policies and arrangements, risk assessments, inspections, fire alarms and serious incidents. The Headteacher will include any updates of Wellbeing of staff and pupils.
- 4.2. An external health and safety audit will be commissioned. This may be every two years initially but if performance is good the interval may be extended.
- 4.3 There is a Trust Mental Health and Wellbeing Team with representatives from each school. Any new initiatives, audits, surveys etc. will be discussed and led by the team and shared with staff and LGC.

5.0 References

The Health and Safety Executive website provides an extensive range of information.

Visit: www.hse.gov.uk

Key useful documents include:

HSG 65 Managing for Health and Safety which can be downloaded free at

<http://www.hse.gov.uk/pubns/books/hsg65.htm>

INDG 275 (rev1) Plan, do, check, act

<http://www.hse.gov.uk/pubns/indg275.pdf>

INDG 417 Leading health and safety at work

<http://www.hse.gov.uk/pubns/indg417.pdf> and from DfE:

Department for Education Governors' Handbook Jan 2017

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/582868/Governance_Handbook_-_January_2017.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/583733/Competency_framework_for_governance.pdf

**Statement of General Policy on
Health, Safety and Welfare
2025-2026**

1. The school's LGC and Senior Leadership Team recognise and accept their responsibilities both under civil and criminal law. As responsible employers and/or persons in control of premises, the requirement to provide a safe and healthy working environment for all employees is acknowledged.
2. The school is committed to ensuring that risk assessments are undertaken, control measures implemented and systems are constantly monitored and reviewed.
3. In compliance with the Health and Safety at Work Act, this school's LGC will ensure so far as is reasonably practicable that:
 - 3.1 The premises are maintained in a safe condition in conjunction with Pinnacle
 - 3.2 Safe access to and egress from the premises is maintained
 - 3.3 All plant and equipment is safe to use
 - 3.4 Appropriate safe systems of work exist and are maintained
 - 3.5 Sufficient information, instruction, training and supervision is available and provided
 - 3.6 Arrangements exist for the safe use, handling and storage of articles and substances at work
 - 3.7 A healthy working environment is maintained including adequate welfare facilities
4. In addition to the above commitment, the LGC also recognises its obligations to non-employees. Where it is reasonably foreseeable that trainees, members of the public, contractors etc, are or may be affected by the school activities being carried on within the school boundary or otherwise, the LGC will make the necessary information, instruction, training and supervision available to ensure the safety of those affected. As an education provider which must set standards by example for its pupils, this commitment is seen as especially important
5. Within the financial restraints dictated by Swindon Borough Council, the LGC will ensure through the Senior Leadership Team that adequate resources are set aside from the total budget allocation for the policy statement to be properly implemented.
6. The Trust and the Local LGC is committed to this policy and all staff are required to comply as a condition of employment. They are encouraged to assist in the commitment to the continuous improvement in our health and safety performance. For the policy to be effectively implemented the school must have the full co-operation of employees and others who use the premises. Employees are reminded of their own duties:
 - 6.1 To take care of their own safety and that of others and;
 - 6.2 To co-operate with the Trust and Senior Leadership Team so that they may carry out their own responsibilities successfully.
7. All relevant Regulations, Codes of Practice and Standards will be complied with as necessary.
8. Consultation with employee representatives will be held as and when appropriate on all matters affecting the health and/or safety of employees concerned.

9. A copy of this statement has been provided to every member of staff. Copies are also posted on staff notice-boards. This policy statement and the accompanying organisation and arrangements will be revised as and when necessary.
10. This policy extends to any staff who as part of their work duties travel overseas to undertake work on behalf of the school. An overseas trip- risk assessment will be completed by the Headteacher and staff travelling overseas prior to the commencement of the trip.

This policy statement together with the organisational structure and the following arrangements and procedures has been approved by the school's LGC.

Chair of LGC

September 2025

*Ruth Lee **Headteacher***

September 2025

Review

The LGC will formally review the policy statement annually and update, modify or amend it as necessary to ensure the health, safety and welfare of staff, pupils, parents and visitors. The day-to-day management of health and Safety measures is continually reviewed and updated.

Training

Annual Health and Safety training takes place with all staff and is part of the induction programme for new members of staff. Regular updates are shared with staff at their appropriate staff meetings.

Personnel

Headteacher	Ruth Lee
H & S Co-ordinator	Ruth Lee
SPO	Various – as appointed by Pinnacle
LGC Members	

Organisation and Responsibilities for Health, Safety and Welfare

In order to ensure that health and safety issues are dealt with in accordance with our establishments' safety policy, the following organisational structure has been approved by the Trust. Duties and responsibilities have been assigned to Staff and Governors as laid out below.

1. Local Governance Committee (LGC)

The Local LGC will comply with any directions issued by Children's Services concerning the health and safety of persons on school premises or taking part in school activities elsewhere. The Local LGC is responsible for health and safety matters at a local level. They accept that the delegation of funds from Children's Services carries with it some power of control and hence increased accountability. Where the spending decisions are controlled by the Trust, they accept a share of the responsibility for the way in which health and safety issues are addressed. However, Children's Services will be informed of any issue which has significant health and safety implications and which cannot be resolved satisfactorily without their involvement.

The Trust appreciates that they can only work within their allocation of the total education budget determined by Swindon Borough Council members and that they will only be accountable for deciding how the budget within their control is to be spent. The Trust has established arrangements for ensuring the requirements of this policy are properly implemented and that the policy remains effective and appropriate.

2. Headteacher [*Mrs Ruth Lee*]

Overall responsibility for the day-to-day management of health and safety in the school rests with the Headteacher. As manager of the establishment and of all the activities carried on within it, the Head will advise the Trust of the areas of health and safety concern which may need to be addressed by the allocation of funds. Matters requiring particular consideration by the Headteacher will include:

- 2.1 Ensuring that there is an adequate system in place for the undertaking of risk assessment in compliance with the requirements of the Management Regulations 1999,
- 2.2 Ensuring that there is a management system for monitoring the effectiveness of health and safety arrangements, which form part of this policy
- 2.3 Adequate staffing levels for safe supervision;
- 2.4 The delegated responsibility for ensuring that Pinnacle carry out the appropriate maintenance of the premises
- 2.5 The purchase of equipment to meet appropriate safety standards;
- 2.6 The repair, maintenance and testing of school equipment, alongside Pinnacle
- 2.7 The provision of appropriate protective clothing where necessary;
- 2.8 The purchase and maintenance of first aid materials and to ensure that Pinnacle maintains the firefighting appliances;
- 2.9 The funding of necessary safety training for staff;
- 2.10 The arrangements for securing health and safety assistance from a competent source;
- 2.11 A supervisory capacity in relation to the maintenance of the premises; which is the responsibility of Pinnacle
- 2.12 The provision of appropriate health and safety information to governors.
- 2.13 Ensure that the correct procedure is followed for the reporting, recording, investigation and follow-up of accidents on the premises;
- 2.14 Oversee all arrangements for educational visits and school journeys;
- 2.15 The Headteacher may choose to delegate to other members of staff any or all of the duties associated with the above matters. It is clearly understood by everyone concerned that the delegation of certain duties will not relieve the Headteacher from the overall day to day responsibilities for health and safety within the establishment.

3. **Health & Safety Co-ordinator (H&SC) Ruth Lee**

The Health and Safety Co-ordinator's role is primarily that of facilitator. The H&SO may take on certain functions but the overall responsibility rests with the Headteacher. The core duty is to ensure that the management system for the management of health and safety is kept in order with the full support of the Headteacher. The duties include:

- 3.1. Ensure that risks assessments are undertaken throughout the establishment and that control measures are implemented, and that assessments are monitored and reviewed;
- 3.2. Oversee the annual Health and Safety action plan to ensure all focus areas are reviewed/auctioned by the relevant people;

In conjunction with the Headteacher:

- 3.3 Periodically review this policy document, amend as necessary and circulate any changes to appropriate staff;
- 3.4 Review the arrangements for action to be taken in an emergency and ensure that all involved are informed of the arrangements;
- 3.5 Arrange for termly evacuation drills and check weekly fire alarm tests are carried out by Pinnacle
- 3.6 Advise Pinnacle and Gill Byrne (LA) of any defect in the state of repair of the building or its surrounds which is identified as being unsafe, take whatever local action is necessary to minimise the risk until repairs can be arranged (Admin);
- 3.7 Arrange for the repair, replacement or removal of any item of furniture or equipment which has been identified as unsafe (Admin);
- 3.8 Co-ordinate the annual health and safety checklist, ensuring all areas of the establishment and all activities are covered;
- 3.9 Report to the Headteacher any situation which is unsafe or hazardous to health and which cannot be remedied from within the resources available;
- 3.10 Liaise with and monitor as far as is reasonably practicable, the activities of contractors (including catering, cleaning and grounds staff) visitors and others on the site to ensure that any risks to the health and safety of staff and others are kept to a minimum (Admin).

4. **EYFS / Y1/2/ & Y3/4/5/6 Leaders**

Phase Leaders are responsible to the Headteacher for ensuring the application of this policy to all activities undertaken by their key stage. They will also have responsibilities for ensuring that all relevant parts of the Authority's statement are observed and implemented by all subordinate members of staff in their respective key stage. In particular, staff holding such positions of responsibility will:

- 4.1 ensure that risks assessments are undertaken within their areas of responsibility and that control measures are implemented, and that assessments are monitored and reviewed.
- 4.2 ensure that appropriate safe working rules and procedures exist within the phase and that these are brought to the attention of everyone concerned;
- 4.3 ensure that all accidents (including near misses) occurring within their phase are promptly reported and recorded using the appropriate forms etc;
- 4.4 ensure that all accidents are investigated with a view to preventing a recurrence;
- 4.5 ensure that all staff within the key stage are aware of their specific roles in case of fire and/or emergency;

- 4.6 remove from use and inform the Headteacher or H&SO of any equipment/appliance which has been identified as being unsafe and which is in need of repair;
- 4.7 ensure that adequate levels of class supervision are available at all times;
- 4.8 carry out (in conjunction with other members of staff) the bi-annual health and safety checklist within their areas of responsibility and provide a report to the H&SO;
- 4.9 have access to an up to date library of relevant published health and safety guidance from sources including the:
 - Swindon's Children's Services - <http://www.swindon.gov.uk/schoolsonlinehealthandsafety.htm>,
 - Teachernet - <http://www.teachernet.gov.uk/> ,
 - CLEAPSS - <http://www.cleapss.org.uk/prifr.htm> ,
 - DFE - <http://www.education.gov.uk/> ,
 - afPE - http://www.afpe.org.uk/public/health_and_safety.htmetc., and ensure that all subordinate staff are aware of and make use of such guidance including that available in electronic format;
- 4.10 identify specific staff health and safety training needs and inform the H&SO accordingly;
- 4.11 consult with all staff on any matters which may affect their health or safety whilst at work;
- 4.12 carry out key stage induction training including any specific information and training that may be necessary because of activities which are peculiar to the key stage;
- 4.14 ensure that levels of first aid provision remain adequate for the activities being undertaken;
- 4.15 resolve health and safety problems referred by members of staff within their key stage. Any problems that cannot be satisfactorily solved within the key stage must be referred to the H&SO;
- 4.16 ensure (via subordinate staff) that all pupils are given the necessary health and safety information and instruction prior to commencing practical activities which may involve some risk and that class Risk Assessments are completed with pupils;
- 4.17 ensure that good standards of housekeeping are maintained;
- 4.18 consult Delegated Services when additional assistance becomes necessary.

5. Teaching Staff [Including supply]

Teaching staff are responsible for the health and safety of all pupils under their control whilst involved in organised work activities both on site e.g. classrooms, school field, school hall etc., and off site e.g. school trips. Class teachers shall:

- 5.1 Ensure effective supervision by only permitting practical work to be carried out by pupils after carrying out a risk assessment. The class size, the abilities of the pupils involved, the activities to be undertaken etc. will all need to be considered. All Risk Assessments are to be filed in the H&S class file;
- 5.2 be aware of the schools health and safety policy and any local rules and arrangements which may apply specifically to the key stage concerned;
- 5.3 ensure that safety instruction is given to all pupils prior to commencing practical sessions;
- 5.4 know the location of the nearest fire fighting equipment and first aid box, and know the emergency procedures in respect of fire/first aid/bomb scare etc.;
- 5.5 ensure that pupils follow school safety rules and that protective equipment is worn where appropriate;
- 5.6 ensure that all personal protective equipment is suitable and in good condition prior to issue;
- 5.7 ensure safety devices e.g. machinery guards are in good condition and are used;
- 5.8 report any defective equipment to the H&SO;
- 5.9 investigate all accidents (in conjunction with Headteacher) which occur through activities organised/supervised by the class teacher ;
- 5.10 propose for consideration by their Senior Manager any improvements which they consider would improve health or safety standards within the learning phase;

- 5.11 ensure that an agreed adequate level of supervision is available and that appropriate health and safety arrangements exist prior to taking school parties off site on educational visits.

6. Site Premises Officer (SPO) (Various) and Jamie Watts (Pinnacle)

Pinnacle is responsible for:

- 6.1 arranging for the removal from service of any item of furniture, apparatus or equipment which has been identified as unsafe;
- 6.2 taking appropriate action when necessary to prevent injury to others on the site who might otherwise be exposed to unnecessary dangers, e.g. erect barriers around opened manholes etc.;
- 6.3 participating in the annual health and safety checklist paying particular attention to the building structure, services, access to/egress from the school, main circulation areas etc.;
- 6.4 ensuring that other site supervisory staff are adequately supervised;
- 6.5 Identifying any particular health and safety training needs of supervisory staff in the group.
- 6.6 ensuring that staff within the group are not involved in activities outside their limitations;
- 6.7 Ensuring that any personal protective equipment issued to staff is suitable for the task and that training is provided in the correct use of the equipment.
- 6.8 ensuring that all staff work in accordance with safe working practices issued by the school, the LEA etc.;

7. All Employees [including temporary & volunteers]

All employees have general health and safety responsibilities both under criminal and civil law. Staff must be aware that they are obliged to take care of their own safety and health whilst at work along with that of others who may be affected by their actions.

Employees must also co-operate with the Local LGC and SLT of the school so that they may fulfil any legal requirements placed on them as employers and/or persons in control of premises. All employees are required:

- 8.1 to participate in the risk assessment process and comply with findings;
- 8.2 to report all defects in the condition of the premises or equipment to which they become aware;
- 8.3 to report all accidents according to the procedures included in Part 3 of this document;
- 8.4 be familiar with the procedure to be followed in the event of a fire or other serious emergency (see Part 3);
- 8.5 to make use of all necessary personal protective equipment provided for safety or health reasons;
- 8.6 to, where necessary, make use of all control measures made available to them, e.g. personal protective equipment etc.;
- 8.7 follow all relevant codes of safe working practice and local rules;
- 8.8 Report any unsafe working practices to the Headteacher and or H&SO.

9. Pupils/students

All pupils must be encouraged to follow all safe working practices and observe all school safety rules. All pupils will:

- 9.1 Follow all instructions issued by any member of staff in the case of an emergency;
- 9.2 Ensure that they do not intentionally or recklessly interfere with equipment provided for safety purposes e.g. fire extinguishers etc.
- 9.3 Inform any member of staff of any situation which may affect their safety.

9.4 Take part in a 'Children's risk assessment' for all activities and trips.

10. Staff Safety Representatives

Health and safety at work law provides for the appointment of trade union appointed safety representatives from amongst the employees. Where the LGC is notified in writing of such an appointment, the safety representative shall have the following functions:

- 10.1 to investigate potential hazards and to examine the causes of accidents in the workplace;
- 10.2 to investigate complaints by any employee he represents relating to that employee's health and safety or welfare at work;
- 10.3 to make representations to the Headteacher via the H&SO on general matters affecting the health, safety and welfare of employees;
- 10.4 to carry out workplace health, safety and welfare inspections;
- 10.5 to attend any safety committee meetings;
- 10.6 To co-operate with his employers in promoting health and safety at work.

None of the above functions given to a safety representative impose any legal duty or liability whatsoever on that person. A safety representative is in no way obliged to carry out any or all of the above functions.

**Arrangements & Procedures
For
Health, Safety and Welfare**

Section 1. FIRE

Pinnacle Fire & Safety Evacuation Procedures

If you discover a fire:

Alert the Building:

- The fire alarm points are located near the Fire Exits.
- The fire alarm is activated by breaking the glass cover and pressing the button. This will alert the whole building of the danger
- Leave quickly by the nearest fire exit
- Call the fire Brigade by dialling 999 on your mobile or desk phone
- All schools have sprinkler systems installed and so these will be activated in the case of a fire

If the fire alarm sounds:

- **Do not** stop to collect your belongings or return to your desk

If there is a security Alert

No alarm will sound but all staff will be informed and asked to follow the evacuation procedure. If you discover a suspicious package please inform reception who will instigate the evacuation procedure.

For details of Escape Routes and the Assembly Point for your school please refer to the Fire Evacuation Procedures, which are posted on door of each room.

Fire alarm tests will be carried out every Friday at 7.30am and if you hear the alarm at any other time you should assume it is an unplanned evacuation; exit the building as quickly as possible and congregate at your designated Assembly Point.

General Fire Procedure

Sound the alarm

Evacuate the building and walk quietly and sensibly to the muster point, the MUGA. No attempt should be made to tackle a fire unless an escape route is blocked. Personal safety should always be the priority. Fire Marshalls to check the building is empty:

FS	Emma Ponting
Yr 1/2/toilets	Helen Rao
Library/kitchen	Ruth Lee
Yr 3/toilets/small hall/downstairs Y5 class	Ruth Brodhurst
Y4/toilets/kitchen area	Karen Bowdidge
Y5(upstairs)/Y6	Matt Painter
Note: Teachers to cover their area at lunch times only.	

When the alarm is sounded, the maglocks on all doors are released. Helen Rao (after checking KS1 Corridor) will manually lock the door nearest the Year 2 Classes and Tina Spencer will stand just outside the main entrance of the School to prevent entry. If Helen or Tina are absent, one of them will perform both tasks.

Assemble in the MUGA and Astro 1 which should be marked by pictorial muster point signs on the door of each room.

Register all children, staff and visitors.

Meet the fire brigade with all relevant information including actions already taken and numbers of any missing persons.

In the Event of a Fire Alarm prior to Morning Registration

Children to self-register when they enter the classroom prior to the official register being taken at 8.40am. Those children in younger years will be marked in by a member of staff. If a fire alarm sounds before 8.40am, teachers will take the self-register sheet with them to the MUGA. If Parents are still on the school premises but not yet at the classroom door, they are to take their child(ren) to the MUGA where they will be met by a member of staff. Parents will then need to promptly leave the school grounds.

If a Parent with their child(ren) arrive at the school gate after the alarm, the gates will be closed and a member of staff will wait with any children who are walking into school on their own.

If the parent arrives with their child, they are to stay with their child in a safe place away from the building. If they are in a car they are to park in a bay until we give the 'all clear'.

Fire Notices

- Notices detailing the action to be taken in the event of a fire should be conspicuously displayed in every classroom and common area
- The notice should indicate the nearest exit route and point of assembly

Fire Signs

- All escape routes must be clearly signed as such with directional arrows and a running man symbol. Fire exit doors must also be clearly signed and have an illuminated sign with a secondary power source if the exit is from a room used for public assemblies
- Firefighting equipment should be highlighted by a sign if not immediately obvious
- All signs should have a pictorial symbol plus text

Escape Routes

- Escape routes must be kept unobstructed at all times, including classroom exit doors
- Routes must be wide enough for the number of persons who may have to use them
- A normal 750mm door will allow up to 40 persons to escape in one minute Wheelchair users will need a minimum width of 800mm
- Special arrangements should be made for the safe evacuation of those with restricted mobility
- Some doors may need to open in the direction of travel, such as:
 - Doors for a high-risk area
 - Doors that may be used by more than 50 persons
- All doors must be easily and immediately openable from the inside (without the use of a key or similar device)
- Self-closing doors must be kept closed and should be marked with the words "Fire Door –Keep Shut."

Fire Alarms

- Pinnacle are responsible for the Fire Alarm System

Information for Staff and Pupils

- **On the first day of the school term any new staff and pupils should be shown the fire escape routes and given instruction in the general fire procedure**
- All staff and pupils should be reminded of the procedures on a regular basis
- All supply teachers should be told these procedures before beginning work (School based and Health and Safety information for supply teachers is stuck in the front of every register)
- All visitors to the school, including parent helpers, should sign the visitors' book. This book should be taken out to the muster point when the alarm sounds.

Nominated Persons

- A Pinnacle SPO is responsible for overseeing the alarm procedures and inviting people back into the building when the building has been made safe
- Appropriate staff should be designated to act as Fire Clearance Wardens and check that their particular part of the building is clear before evacuating themselves. These staff must always work in pairs. (See list of Fire Marshalls)
- The Administration Manager and clerical support team manage the registers both of pupils, staff and visitors. The Finance & Admin Manager times and keeps records of the drills.
- Pinnacle sound the alarm for a fire drill practice

Fire Drills

- These must be held at least once a term
- Drills should occur at different times of day including lunchtimes
- Drills should occasionally simulate conditions in which at least one of the escape routes from the building is unavailable
- A record of all drills, including timings and conditions should be kept

Emergency Lighting

- This is the responsibility of Pinnacle

Fire Blankets

- Fire blankets provided throughout the school are subject to an annual maintenance check by Pinnacle.

Fire Precautions – Good Practices

- An up-to-date Fire Risk assessment must be in place. Pinnacle are responsible for updating and providing this to the school
- Stage lighting should always be checked before use
- Display of flammable materials must not be suspended from light fittings
- Curtains and furnishing should be fire resistant
- Hirers of the premises should be fully briefed on fire procedures and have a nominated person to take charge in emergencies
- Portable heating appliances should only be used if approved by the Environmental Services Department and if covered by in date PAT certificate
- All electrical equipment should be inspected according to guidelines and carry a current PAT test mark
- Staff will complete Fire Awareness training annually

FIRE

In the event of a fire or fire drill, the alarm will sound continuously. If this occurs evacuate the building IMMEDIATELY.

You should stop what you are doing, leave all belongings and proceed immediately to the MUGA. There must be no running and you must move silently.

In the playground children should join their class line and be counted and registers checked. All visitors should line up and wait to be checked against the sign-in system.

No Smoking

The school is strictly a no smoking campus. This includes vapes.

FIRE EVACUATION

The fire alarm in this building is a continuous siren.

If you hear the alarm:

**LEAVE THE BUILDING IMMEDIATELY, USING THE NEAREST, SAFE EXIT AND
PROCEED TO THE FIRE ASSEMBLY POINT**

DO NOT STOP TO COLLECT PERSONAL BELONGINGS.

**DO NOT RE-ENTER THE BUILDING UNTIL YOU ARE TOLD THAT IS SAFE TO DO SO BY
THE HEAD TEACHER**

School Fire Assembly Point = Multi Use Games Area

Section 2. Security Policy

The school should at all times take all reasonable precautions to ensure the safety and well being of pupils and staff. All staff and regular volunteers must complete a DBS check prior to starting at Orchid Vale and must be recorded on the Single Central Record (SCR). Occasional visitors or volunteers will be supervised at all times and will be asked for identification on entry if they are unknown to those that greet them.

The following guidelines should be considered as good practice:

Personal Security

- All visitors whether parents or otherwise must report to the Main Office before being allowed to enter the school reception area;
- ID must be shown if you are in doubt as to who the person is;
- Anyone who is not escorted throughout the building must be on the SCR;
- Green lanyards are given to visitors with a current DBS that has been seen by office staff. Red lanyards are given to anyone without the appropriate paperwork.
- All visitors to the school, including parent helpers, should sign the visitors' online check in system and wear a visitors' badge throughout their visit;
- Parents collecting children who are ill should sign the pupils out with a member of office staff. Children being collected for appointments e.g. dentist should be signed out when leaving and signed in when returning. Parents should be encouraged to provide written notice of any such appointments. Parents will be asked a security question if someone unknown or unexpected arrives to collect their child.
- Children cannot open external doors to allow access to the building for any visitors, including their own parents;
- Staff are reminded to remain vigilant when opening the doors into the foyer to avoid children leaving without the appropriate checks and/ or an appropriate adult.
- On NO account is a child to be collected from the class room or playground without being cleared by the office first. If there is any doubt about who a child is leaving with further checks should be made;
- All after-school activities, whether regular or one off, should have a completed consent form for each child;
- All after-school activities should hold a register of attendance. Any missing attendee should be reported to the office immediately;
- Anyone not wearing a visitors' badge or seen acting suspiciously should be challenged. Anyone unable to satisfactorily explain their presence in the school should be escorted back to the office where further checks should be carried out. If necessary, police assistance should be called for;
- Classes must not be left unattended in a classroom and outdoor learning opportunities for groups must be within the vicinity of the classroom doors and windows.

Site Safety**Playground, MUGA and School Field Safety Instructions****Unsupervised Access to School Playground**

- * Children will enter the playground in the morning via the main school gate onto the main playground or via the nursery gate or door nearest the two reception classes. The main playground is supervised by staff as children walk into school, many of whom are accompanied by parents and doors are opened at 8.40 for immediate entry to school. Physical games e.g. football are not to be played before school
- * Gates will be opened at 8.30am
- * Gates will be locked at 9.00am and reopened at 3.00pm
- * At the end of the school day parents will collect children from outside the classroom, or children will be met in the drop-off zone or the immediate vicinity or they will have permission to walk or ride home alone. Teachers may go onto the playground to dismiss children, particularly the younger age groups, but the playground is not officially supervised by school staff at the end of the school day when all children have been dismissed

Standard Play on the Playgrounds during Curriculum Time

- * The Foundation Stage Curriculum and National Curriculum clearly promotes the use of the outdoor classroom. Staff must make a professional decision as to the level of supervision necessary, having regard to the number of pupils involved and the type of activity
- * The playground gate will be locked throughout the day and are opened again by the SPO at the end of the day
- * Reminders will be sent to parents re dropping off and picking up of children

Use of School Playgrounds, MUGA and School Field at Playtimes

- * The main playground gates will be locked throughout the day after parents have exited at 9.00am. They will be reopened at 3pm. The nursery gate will be opened at 8.30am or 11.30am and closed once parents have left in the morning/afternoon. They will be reopened at the end of each session
- * Access to the MUGA and field will be via the playground
- * A minimum of 2 staff will supervise playgrounds at playtime
- * A minimum of 10 MDSAs will supervise children at lunchtime
- * Two toilet areas in Rec/KS1 and two toilet areas in KS2 will be open to children at lunchtime. These will be regularly monitored by MDSAs. Children should not be in the school for any other reason, after having exited, unless they are attending a club or working with a teacher

Accident Prevention, Reporting and Treatment

- Contractors are not allowed to work in any of the outside areas during the times of 8.15am – 3.45pm. Please inform the office immediately if this is breached. The safety of children is paramount. The only exception will be in agreement with the Headteacher or School Business Manager.
- Pupils will be regularly briefed on the school rules
- Running games will be restricted to certain areas to prevent accidents to smaller children
- There will be timetabled use of the MUGA and play equipment to minimise risk
- Wheeled play equipment will be restricted to the reception playground on a rota basis and the nursery playground
- Staff will be briefed on Health and Safety issues at the start of the year or in team meetings. Staff will ensure that contractors are not working during the school day e.g. grass cutting on the school field, hedge trimming etc that may endanger children.
- Health and Safety Handbook, Staff Handbook, Safeguarding Handbook and Risk Assessments will be available at all times for staff to check against.

Site Safety Management

Pinnacle are responsible for all the Health and Safety procedures/processes in relation to the building/site/furniture e.g. Legionella testing, security lights testing, fire alarm testing etc. The school monitor that these procedures/processes have taken place e.g. during fortnightly FM meetings, a weekly Pinnacle report, feedback to EQ24/7 issues from Pinnacle etc.

Cash Handling

- Cash is never kept on the premises for any longer than absolutely necessary
- Cash left in the building overnight is locked in a safe. If there are considerable quantities of cash on the premises on any one day, this too is placed in the safe
- All cash not required immediately is routinely locked in the safe
- Substantial sums are regularly banked, so far as is possible, at irregular times. The Clerical Officer is accompanied to the bank by another member of staff

Safeguarding Personal Property

- All staff are encouraged to take an active interest in the security of their personal property whilst on the premises or engaged on school business elsewhere
- Generally staff are discouraged from bringing valuables to work unless they are necessary for a particular activity
- They are also advised against leaving personal property overnight, even in an apparently secure area

Verbal Abuse or Violence to Staff

Orchid Vale has a zero-tolerance policy of any violence or verbal abuse to staff. The Headteacher will follow up any such instances immediately.

Key Control

- Security photo ID is issued to all staff
- An inventory of fobs is kept up to date in the Admin Office
- It is clearly stated and understood at the time of issue that:
 - The recipient is responsible for the safe keeping of the fob
 - The fob is not to be passed to a third party without permission
- All lost fobs must be reported immediately
- Fobs are to be worn at all times. Your photo will be on the fob to clearly identify you to all.

Security of the Building

- When leaving the classroom at the end of the school day, teachers should ensure that all windows and doors are securely closed
- Electrical equipment e.g. laptops and digital cameras should be locked in the teacher's cupboard overnight
- All computers/laptops have been visibly marked with the school name
- All outer doors should be locked at night
- Outside of the PFI contractual hours the building is monitored by a security company as part of the contract

Managing Bomb Threats

1.0 Bomb Procedure

1.1. *Introduction*

As long as there exists a threat of bomb attacks by extremist organisations or individuals, it is essential that a high level of security be maintained to reduce risks. It is therefore necessary that everyone is aware of the risks, the measures that can reduce them, and the action to be taken in the event of an alarm.

No one should feel that they are being alarmist in calling attention to anything that they regard as suspicious.

1.2. *Action When a Bomb Threat is Received by Telephone*

On receipt of a call the receiver should:

- Try to notify someone while the call is being received;
- Listen carefully to what is said;
- Remain calm and, if possible, keep the caller talking by asking them to repeat and clarify points;
- Note if timing or location is stated;
- Listen for background noises;

Complete checklist at earliest opportunity (whilst call is fresh in the mind). Refer to Appendix 2. (But not until the Headteacher and Pinnacle are informed). In the event of the receipt of a telephone call informing the School of the presence of a bomb on the premises the Headteacher and Pinnacle should immediately be informed.

If a location is given for the bomb Pinnacle and/or senior staff will report personally to the members of staff in that area and request that the staff direct and supervise the evacuation of the pupils in their charge, exiting the building by the nearest safe route. Assembly should take place on the Multi Use Games Area (MUGA). Senior staff should delegate other staff to ensure that no one else is allowed to enter the danger area.

If no location is given the fire alarm should be sounded and the evacuation should be completed under similar conditions to that for a fire.

1.3. Letter and Parcel Bombs

All staff are reminded of the need for vigilance when examining and before opening, envelopes and packages that have been sent through the post or delivered to the premises by hand.

General guidance and details of the standard features to be looked for in determining a suspect package or letter are contained in Appendix 3.

1.4 Action on Discovering a Suspect Package

If you think you have found or received a suspect package:

1. You should tell any other people present to leave the room;
2. Do not touch the package;
3. If you are holding the package, place it down on the nearest horizontal firm surface;
4. Make NO attempt to open it;
5. Leave the room, closing the door behind you.

Contact the site Pinnacle Site Manager / School Administration team or Senior member of Pinnacle staff and the School Health and Safety Co-ordinator (Headteacher/Deputy Head).

1.5 Immediate Evacuation – Action

If the School or Pinnacle has received a bomb threat or suspicious package that is felt to constitute an immediate danger, the fire alarm will be sounded and the building should be evacuated under similar conditions to a fire. (The fire alert warning is a continuous alarm).

The building should be evacuated in an orderly manner using the nearest available exit, unless otherwise stated by the Senior Member of Pinnacle, School Senior Safety Co-ordinator or Headteacher and make your way to the designated Assembly Point.

If one or more route should not be taken as a means of escape this instruction will be given by the Senior Member of Pinnacle staff, School Health and Safety Co-ordinator (Headteacher/Named assistant Head), providing information as to which route(s) to take. School Senior staff and Pinnacle will need to assist with disseminating this information and the common practice to achieve this would be to station a member of School staff by the appropriate exit/s prior to sounding the alarm to redirect staff and pupils.

The Assembly Point for this building is on the Multi Use Games Area (MUGA) and the Astro turf pitches (Refer to Appendix1). The Emergency Services will advise if a different Assembly Point is to be used.

If there are any additional instructions to ensure a safe evacuation, these will be communicated via the Senior Member of Pinnacle or School Health and Safety Co-ordinator (Headteacher).

1.6 All Clear Given

Once the all clear has been given by the Emergency Services the Senior Member of Pinnacle will advise staff, visitors and pupils to return into the building.

1.7 Staff with Responsibilities

1.7.1 Senior Member of Pinnacle staff and School Health and Safety Co-ordinator (Headteacher)

When an evacuation takes place a Senior Member of Pinnacle Staff and the School Health and Safety Co-ordinator (Headteacher) should:

1. Ensure that the police are notified of the threat and assess which evacuation procedure to take.
2. Set up an external incident control point

The Senior Member of Pinnacle staff, Headteacher and School Health and Safety Co-ordinator (Headteacher) should proceed to explain the situation by whatever means possible, reminding staff to open windows and lower blinds if safe to do so.

1.7.2 Teachers, Other School Staff and Visitors

When an evacuation takes place staff should:

1. If applicable, take attendance records and visitors book with them
2. Proceed to the Assembly Point with pupils/visitors for whom they are responsible and inform the Headteacher, School Health and Safety Co-ordinator if any School personnel are unaccounted for.

1.7.3 First Aiders (School Staff)

When an evacuation takes place First Aiders should:

1. Report to the Headteacher at the Incident point to receive instructions, following an announcement/information that it is safe to do so.

1.7.4 Telephone Operators

If the School or Pinnacle telephone operators take a call which includes a bomb threat, they should follow instruction outlined on Appendix 2.

The telephone operator should immediately notify the Administration Team or equivalent person and the Pinnacle Manager.

1.7.5 Fire Marshals

Fire Marshals should follow instructions passed on to them by the Senior Member of Pinnacle or School Health and Safety Co-ordinator.

Fire Marshals should initiate a visual inspection of their area, including any corridor in their immediate proximity. This is done by undertaking a walking inspection on route to their final exit, and includes checking nearest toilets, and any areas that cannot be visually checked from the outside. It does not involve searching or opening locked doors etc.

Upon leaving the building, School Fire Marshals should inform the School Health and Safety Co-ordinator (Headteacher) and Pinnacle Fire Marshals (School Premises Officer) should inform the Senior Member of Pinnacle that their area is clear, or if a suspicious object has been found, ensuring that they give an exact location.

School and Pinnacle Fire marshals should assist with the evacuation of the premises by the nearest safe exit and then proceed to the Assembly Point to await further instruction from the Emergency Services.

1.7.6 Disabled Persons

Any visitor who believes they may be unable to respond to an evacuation of the building due either to mobility or to a sensory disability, must make this known to their point of contact on entering the site so that he/she can organise assistance and follow personal evacuation plans.

The Assembly Point for the School, visitors, contractors and Pinnacle are as follows:-

In the School Multi Use Games Area (MUGA)

And the Astro turf pitches

Suspect Letters or Packages – What to Look For

Introduction

School Staff and Pinnacle staff are reminded of the need for vigilance before opening envelopes and parcels sent through the post or delivered by hand. Explosive devices may be included with goods and postal deliveries handed in at the reception or Community entrance.

Points to consider:

1. Point of origin - the postmark or name of sender, if given. Treat as suspect if it is from an unusual point of origin;
2. Balance. If the package or letter is lopsided, treat as suspect;
3. Weight. If there seems to be excessive weight for the size of the letter or package, treat as suspect;
4. Protruding wires. Treat as suspect;
5. Holes. If there is a small hole or holes in the package, treat as suspect;
6. Greasy marks - these are suspect because most commercial explosives "sweat";
7. Smell - the smell of almonds or marzipan is common to most explosives;
8. Seal - if the flap is very firmly sealed and has another of the above attributes, treat as suspect;
9. Solid object - if the package contains, or appears to contain a book also some other solid object, treat as suspect especially if there is no indication of the senders name and address.

Additional indications in the case of letters

The feel will indicate whether there are only folded papers inside the envelope, or if there is stiffening by card or metal. Treat the latter cases as suspect.

Letters usually weigh up to 30g. Effective letter bombs will weigh more than 60g and therefore need extra value postage stamps. They will usually be thick i.e. 2mm or more, and are likely to feel lopsided. Treat as suspect, though some modern bomb types can be very light.

If on opening an envelope there is an additional envelope addressed personally to someone, it should be felt again for signs of the pointers given above. An inner envelope, which is tightly taped or tied with string, must be treated as suspect.

Important

Never take a suspicious package to the Administration Team or equivalent person.

It should **not be** placed outside in the street, put in water or covered with sand.

If suspicions have been aroused when the package has been partially opened or contents removed:

1. Tell any other person to leave the room;
2. Place the package or the contents of the package as gently as possible on to the nearest firm horizontal surface;
3. Leave the room quickly. Close the door and prevent anybody else from entering the room.

Inform the Administration Team or equivalent person immediately.

These points are guidelines only:

1. It does not mean that every lumpy packet, package or letter is a potential bomb;
2. It does mean that anything suspicious should be dealt with sensibly and with great caution;
3. When in doubt call the Administration Team who will in turn call the Police .

Deliveries to Site

All deliveries to site by lorries or transit size vans are to be made in the designated loading/unloading bay in the staff carpark. All contractors for Pinnacle are to park in the main car park and not in the disabled bay.

The School Car Park

The School Carpark is for Pinnacle and staff only. The speed limit is strictly 5mph. Regular reminders are sent to Orchid Vale Parents re Health and Safety issues in the car park.

Section 2. Emergency Management Plan

EMERGENCY PLANS

The Headteacher will ensure that an emergency plan is prepared in conjunction with Pinnacle and with the Trust to cover all foreseeable major incidents which could put the occupants or users of the school at risk. The plan will indicate the actions to be taken in the event of a major incident so that everything possible is done to:

- i. Save life
- ii. Prevent injury
- iii. Minimise loss

This sequence will determine the priorities of the emergency plan.

The plan will be agreed by the Trust and Local Advisory Body and the Headteacher will ensure an Emergency Plan is prepared in conjunction with the Trust and Pinnacle.

School Emergency Management Plan Definition

‘An event – or events – usually sudden, which involve experiencing significant personal distress, to a level which potentially overwhelms normal responses and procedures and which is likely to have emotional and organisational consequences.

AIMS

To:-

- 1 Create an awareness of the need for planned arrangements to be made.
- 2 Provide re-assurance of the practical help that is available from the Local Authority and other agencies, at short notice.
- 3 Recommend the need for each school to develop complementary emergency arrangements, in line with the enclosed draft plan.
- 4 Pass on advice based upon previous experiences.
- 5 Give guidance on other source of information and help.

ACTION BY: - Headteacher

Stage 1 - Initial Actions

- Open and continue to maintain, a personal log of all factual information received, actions taken, and the time of those events
- Make every attempt to clarify exactly what has happened
- Then consider whether Incident requires involvement of ‘Local Authority Support Team’ NB it is requested that initial contact be always made with the Local Authority in emergencies in case they have wider significance
- If so, contact one of the single point contact numbers listed

CASCADING INFORMATION – out of school hours

We will contact staff via our teacher/parent text service.

Personal Emergency Evacuation Plan

Any child or adult who has significant needs e.g. 1:1 support or an injury such as a broken leg will need one of these plans. Blank forms can be found on Staff Shared – Health and Safety – PEEP.

Appendix 2 PEEP for pupils

Appendix 3 PEEP for adults

Appendix 2
Orchid Vale Primary School - PEEP for Pupils

Pupil:

Reason for Assistance:

Personal Emergency Evacuation Plan

This form should be completed for any pupil who requires assistance with ANY aspect of emergency evacuation. The plan should include assistance required from the point of raising the alarm to passing through the final exit of the building.

Any detail you provide will be handled in confidence and stored only, with your consent, with the necessary parties required to ensure your safety and that of others.

A copy of the completed form will be held by:

- The pupil
- Class teacher
- School office

Note: This plan must be reviewed on an annual basis (at least) and/or when any significant changes occur.

A: Alarm System

1. The pupil is able/unable to raise the alarm (delete as appropriate).

If unable to raise the alarm independently please detail agreed alternative procedures.

2. The pupil is informed of an emergency evacuation by:

Existing audible alarm system:

Vibrating pager:

Visual alarm system:

Other (please specify):

B: Evacuation Procedure (step by step account starting when alarm raised and finishing on final exit)

C: Designated Assistance (details of the roles of persons designated to assist in executing evacuation plan)**D: Equipment Provided and its Location****E: Safe Routes (description of the primary and secondary escape routes)**

I am aware of the emergency evacuation procedures and believe them to be appropriate to the needs identified above:

Pupils Signature:	Date:
Pupils Name (please print):	
Head Teacher Signature:	Date:

This plan must be reviewed on an annual basis (at least) and/or when any significant changes occur.

Appendix 3
Orchid Vale Primary School - PEEP for Employees

Employee:

Personal Emergency Evacuation Plan

This form should be completed for an employee who requires assistance with ANY aspect of emergency evacuation. The plan should include assistance required from the point of raising the alarm to passing through the final exit of the building.

Any detail you provide will be handled in confidence and stored only, with your consent, with the necessary parties required to ensure your safety and that of others.

A copy of the completed form will be held by:

- You
- The school

Note: This plan must be reviewed on an annual basis (at least) and/or when any significant changes occur (of the building or employee).

A: Alarm System

1. I am able/unable to raise the alarm (delete as appropriate).
If unable to raise the alarm independently please detail agreed alternative procedures.

2. I am informed of an emergency evacuation by:
Existing audible alarm system:
Vibrating pager:
Visual alarm system:
Other (please specify):

B: Evacuation Procedure (step by step account starting when alarm raised and finishing on final exit)

C: Designated Assistance (details of the roles of persons designated to assist in executing evacuation plan)

D: Equipment Provided and its Location

E: Safe Routes (description of the primary and secondary escape routes)

I am aware of the emergency evacuation procedures and believe them to be appropriate to the needs identified above:

Employee Signature:	Date:
Employee Name (please print):	
Head Teacher Signature:	Date:

This plan must be reviewed on an annual basis (at least) and/or when any significant changes occur (of the building or employee).

Orchid Vale Primary School – Crisis Management

This is to be read in conjunction with the Business Continuity Plan agreed between Orchid Vale Primary School and Pinnacle.

In the event of a physical threat to the school, the following steps should be taken to secure the premises and keep children and staff inside the building.

Steps 1-6	Who	Key Actions
1. Threat or potential threat	Whoever receives or notices the threat. Normally office but could be anyone.	- Identify the threat - Move any pupils away and notify office staff and headteacher of the threat - Return all staff & pupils to the building if anyone is outside - Secure all exterior doors and windows and all doors leading to corridors - Close blinds in classrooms
2. Alert the police and headteacher or nominated officer	Anyone but normally Office staff	- Notify the Police by calling 999 - Notify the headteacher or nominated officer - Communicate as much information as possible about the nature of the threat
3. Alert all staff	Via email, phones, radios or word of mouth	- Use the tannoy system to alert all staff using the words 'lock down' - Utilise all communication means available to inform all staff as quickly as possible - Staff may need to physically walk the school to inform all staff of the threat if no other system is available. - If children are outside, staff need to be alerted via a school mobile phone/radio. Children and staff to enter the building via the nearest door and make their way to their own classroom to be registered. - The same above for play times and lunchtimes. - If during Orchid Club time, contact Acorns staff on 07776231911 - Alert Pinnacle
4. Secure all staff and pupils and account	All staff	- Secure all pupils in class rooms and account for everyone as quickly as possible using registers - Notify the headteacher if anyone is missing
5. Be ready to hide or barricade doors in extreme circumstances	All staff	- Secure all class room doors and windows - Keep everyone away from windows and out of site if the threat continues or is severe. Close blinds and cover glass panel in the doors. - Hide children under tables, behind units or in cupboards, toilets etc. - Barricade class room doors or windows to prevent access. - Door in the corridor by Reception needs to be thumb locked
6. Parent communication	Office/ Headteacher	- Communication to parents must be agreed by the headteacher after taking advice from the Police - Defer all press communication to the headteacher for liaison with SBC and ESSL.
7. Post Incident	Reception/ Headteacher	- In the event of a practice, give the code knock on the classroom doors so teachers can unlock etc. Code is 'Happy Birthday to you' - Make accurate records of the incident. - Report to the police if not already done so and if required. - Debrief staff and provide additional support as required. Contact HR for additional support. - Record any lessons learnt and create an action plan to improve future procedures.

In the event of a bomb threat:

1. Taking the phone call or receiving a package	Office staff (most likely)	Take as many details as possible using the form (appendix A). A copy of this is kept in the office.
2. Alerting staff	Headteacher	- Alert the headteacher - Alert the police by calling 999 - Alert Pinnacle - Headteacher to sound the fire alarm
3. Evacuation	All staff	- Evacuate children and staff to the MUGA - Open the gate at the end of the MUGA and walk as far away from the building as possible. - Account for staff and pupils using the registers
4. Parent communication	Office/ Headteacher	- Communication to parents must be agreed by the headteacher after taking advice from the Police - Defer all press communication to the headteacher for liaison with SBC and ESSL.
5. Post Incident	Office/ Headteacher	- Make accurate records of the incident. - Report to the police if not already done so and if required. - Debrief staff and provide additional support as required. Contact HR for additional support. - Record any lessons learnt and create an action plan to improve future procedures.

Section 3. First Aid

First Aid and control of Communicable disease

As a School we are required to provide first aid for all employees and, in keeping with the in loco parentis doctrine, to all pupils also. The school must individually assess the need for:

- First aiders
- Appointed persons
- First aid containers
- Travelling first aid kits
- Other facilities such as first aid rooms, notices signs etc

Factors to be considered in Risk Assessment of the First Aid needs of the school

1. Past history of incidents
2. The range of activities undertaken on site
3. The nature and number of pupils
4. The distribution of people over the site
5. The remoteness of the site from emergency medical services other groups of persons on a shared site
6. The needs of traveling, remote and lone workers
7. Annual leave and other absences of First Aiders
8. The consequences of teaching staff having to leave classes to administer first aid
9. The risks involved in a specific activity, e.g. PE

A First Aider is someone who holds a current certificate obtained by successfully completing a course accredited by the Health and Safety Executive.

Some Teaching Assistants, MDSAs and teachers have completed first aid training as appointed persons. If in doubt ask. The First Aider or Appointed Person will administer such treatment as is appropriate or call the emergency services.

The Headteacher or First Aider will decide when to:

- Call the emergency services/send to hospital
- Advise parent or guardian with a view to the need for the child to be collected

A first aid kit is provided in all classrooms. The disabled toilet opposite the office can be used as a the central first aid station for the treatment of all casualties where privacy and washing facilities are required.

First aid containers are also available in each cloakroom area they are clearly marked with a white cross on a green background. Lunchtime staff also carry emergency packs with them. They should be durable, prevent contamination of their contents and be kept in easily identifiable and accessible locations.

A fully stocked classroom first aid kit will be taken on all school trips.

Travelling First Aid Kits

First aid kits for travelling workers would typically contain:

- A leaflet giving general guidance on first aid (for example HSE leaflet; Basic Advice on First Aid at Work)
- Six individually wrapped sterile adhesive dressings
- One large sterile un-medicated dressing – approximately 18cm x 18cm
- Two triangular bandages
- Two safety pins
- Two pairs of disposable gloves

This is a suggested contents list only; equivalent but different items will be considered acceptable. As with first aid containers, the contents of kits should be kept stocked from a back-up stock.

Where soap and water are not available, individually wrapped moist cleaning wipes (not alcohol based) can be provided. If mains tap water is not available for eye irrigation, sealed disposable containers of at least 300ml of sterile water or 0.9% saline solution should be provided. Eye baths, eye cups and refillable containers must not be used for eye irrigation. Disposable plastic gloves and aprons should be kept near the first aid container.

All accidents will be recorded in an accident book in classrooms.

The appointed person along with the Headteacher will undertake a risk assessment of the first aid needs which will be reviewed annually. The name(s) of the first aider/ appointed person shall be clearly displayed and all staff should be made aware of who that person is.

Common Diseases and infections

There are several diseases that can be caught or carried by children that can result in infection of other children or staff. It is important to recognise the systems of these diseases and take appropriate action to prevent spread of disease. The following are some of the most common illnesses and their recommended actions for dealing with them. For more detailed information consult SBC Control of Communicable Disease in Schools document found in the Health and Safety folder of School Policies.

Chickenpox	Five days from the onset of the rash	It is not necessary to wait until the spots have healed or crusted. Pregnant women who have not have chickenpox or shingles should inform their GP if they are in contact with a case
Diarrhoea and/or vomiting with or without a specified diagnosis	Until symptoms have ceased for 48 hours	Inform the Health Protection Team and Environmental Health Office if there is a cluster of cases.
Food poisoning	Until 48 hours after symptoms cease	Especially important for young children Inform the HPT and EHO if there is a cluster of cases.
German measles (rubella)	Five days from the onset of the rash	The child is most contagious before the rash appears. Most are immune due to immunisation. Pregnant women who are not immune to rubella should inform their GP if they are in contact with a case
Impetigo	Until lesions are crusted or healed	Antibiotic treatment may speed healing. If lesions can be covered by a plaster/dressing exclusion period may be reduced. Inform the HPT if there is a cluster of cases.
Measles	Five days from the onset of the rash	Children with immunity problems (leukaemia, cancer, high dose steroids etc) should inform their GP if they are in contact with a case. Non-immune contacts should be offered MMR.

Reporting Accidents and Incidents

A record must be made of all accidents that occur on the school premises as below.

Pupil Accident Records

The First Aid forms app should be used for minor injuries sustained as a normal part of play mishaps where the injuries are simple cuts and bruises and do not arise out of a school activity where such an injury could have been avoided.

The pupil's accident book should display name, class, date, time, place of injury, how the mishap occurred, and any first aid given. Any witnesses should also be recorded and the person reporting the accident should complete the entry.

More serious issues are recorded in an Injury File and that information is transferred to Arbor personal pupil file.

Any accident that may have been avoided through safer practices should be reported on the detailed accident form.

Delegated Services should then advise as to whether the accident is RIDDOR reportable.

Statutory Accident Book

This should be used for accidents to staff, visitors and contractors working on site and is the yellow accident book, Form B1510.

This is the form and should be used for accidents to staff, pupils and members of the public. An incident is a “near miss”, not resulting in injury but which could have been an accident and needs preventive measures to minimize the risk of any such incident occurring again.

Statutory Duty to report to the HSE

If one of the following incidents occur the HSE must be notified immediately by telephone (0300 003 1647) and followed up in writing within 10 days using form 2508 to comply with **Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995**

- Any incident which results in the death or major injury including as a result of physical violence. Major injury includes:
 - Fractures (Except for fingers, thumbs and toes)
 - Amputation
 - Dislocations
 - Loss of sight (whether temporary or not)
 - Any injury resulting in admission to hospital from more than 24 hours
- Any accident in which a member of the public is killed or taken to hospital as a result of a school activity

As part of The Park Academies Trust we have access to a company called Delegated Services who are able to help with any Health and Safety issues and also training. They also complete audits of the school to ensure we are adhering to the correct Health and Safety policies.

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4 of 4 pages

Medical Action Plans

Medical Needs Register

A medical register is kept for each year group and is compiled from data supplied by parents/guardians. Mrs Kay McLeod is responsible for updating and amending the list. This is done at least annually and whenever a child leaves or joins the school or their needs change. Each class teacher and teaching assistant should be made aware of the medical needs of children within their class. Where children are in possession of a medical care plan this should be noted in the dinner register with details of the plan. Supply teachers should be made aware of these children before beginning teaching at the front of the class register. A list of children with medical care plans should be displayed in the staff room. Each care plan should be accompanied by a photograph of the child. These photographs should be updated regularly. Photographs of the children on medical care plans are with the first aid box to help identify them in the playground. It will not show specific details of the condition. All teachers should be aware of the symptoms of anaphylactic shock and should have a copy of the advice poster in their rooms. In a classroom emergency all classes have telephones enabling staff to call for help or another adult or responsible child should be sent directly to the next door class or go to the office for help.

Any children still in nappies, needing intimate care must have a Care Plan.

A list for each class to add to all trip risk assessments will be drawn up at the beginning of the year and added to when necessary.

Medication

There should not be a need for children to take medication during the school day. Most doses can be arranged to be taken before and after school. For children with short-term need for medication while in school, parents will be required to come into school and administer the medication themselves or to nominate in writing another adult from outside the school to administer the medication. Non-prescription medicines and over the counter remedies are not to be allowed in school.

Children who can take responsibility for administering their own medication e.g. asthma inhalers, will be supported in this by the school after discussion with parents. For those children with medical care plans we will administer medication in line with the care plan needs. Medication will be stored in line with the care plan needs. Epi Pens will be stored in a safe, out of reach place in the classroom and will be available at lunchtime when risks are higher. Medication is only to be administered to the child for whom it is prescribed. Only trained staff will administer this medication.

A Care Plan folder is kept in the office. Photos and needs are also within the Dinner Registers and in the Classroom H&S Folders. It also has details of various medical conditions and contacts for where to find advice. Children on the medical care plan must take their medication with them when swimming or going on school visits. Children with a medical care plan wishing to attend a residential trip must have a separate risk assessment carried out in consultation with their parents before deciding whether they can attend. In this case a trained member of staff must accompany the trip.

All classes will have asthma and a medication box which must be taken with the class on all offsite visits and when on the school field/pond area. Teachers need to take their mobile phones on all off-site visits and when on the school field/pond area in case of emergency.

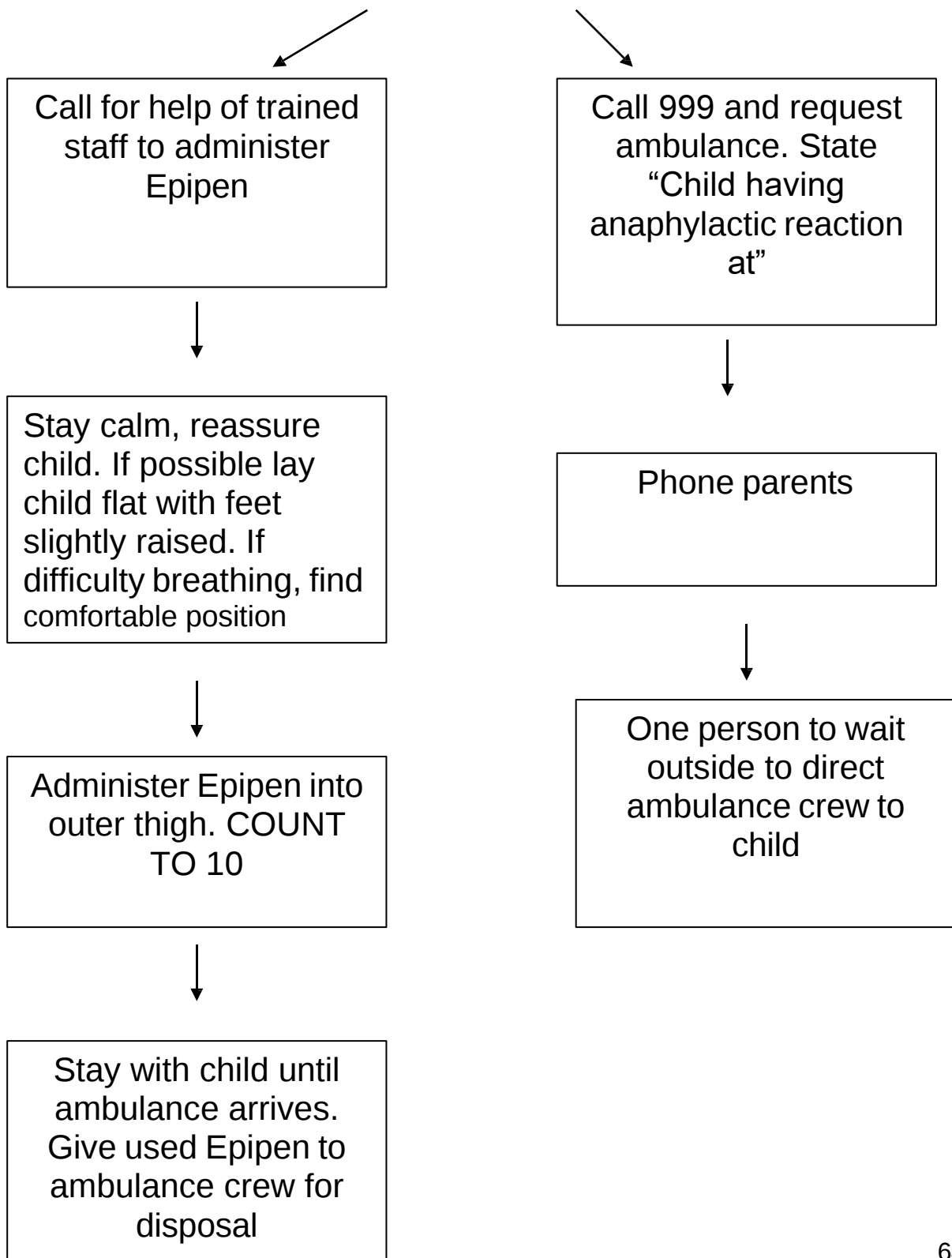
Please see full Medical Policy within the Policy sections on the school website or virtual.

Sun Burn and Hot Weather

All parents are asked to administer sun tan cream before school when there is the likelihood of hot weather. Children may also bring sun tan cream into school to administer themselves when needed. Young children may need to be helped with this. Sun and legionnaires hats are encouraged. Please ensure children are not exposed to the sun for excessive periods of time which may cause sunburn. Please ensure that water is constantly available, particularly during the hottest days of the year.

ANAPHYLACTIC SHOCK – WHAT TO DO IN AN EMERGENCY

Unconscious/Difficulty in breathing/ Previous SEVERE reaction



Section 6. HIRERS, CONTRACTORS AND OTHERS

1. The school does not have any school lets within their contracted hours of 7.30am and 6.00pm.
2. Pinnacle are responsible for ensuring that hirers (outside the school's contracted hours as stated above), contractors and others who use the school premises conduct themselves and carry out their operations in such a manner that all statutory and advisory safety requirements are met at all times. All safeguarding procedures are also the responsibility of Pinnacle for hirers outside of the school's contracted hours. Contractors are not permitted, unless there are exceptional circumstances, and the school is in full agreement, in any of the outdoor areas during the hours of 8.00am to 4.00pm, when children are on site.
3. Contractors needing to work inside the building are only permitted with the agreement of the Headteacher. During school time all such contractors must report to the office, must be in the school's Single Central Register or be escorted at all times and must have a pre arranged appointment.
4. When the premises are used for purposes not under the direction of the Headteacher, then the Head Teacher persons in charge of the activities for which the premises are in use will be expected to maintain the safe practices as indicated in paragraph 3.0 of this document.
5. When the school premises or facilities are being used out of normal school hours for a school sponsored activity then, for the purpose of this policy, the organiser of that activity, even if an employee, will be treated as a hirer and will comply with the requirements of this section.
6. When the premises are hired to persons outside the employment of the Trust, it will be a condition of all hirers, and other using the school premises or facilities that they comply with all safety directives of the Trust and they will not, without the prior consent of the Trust:
 - i. Introduce equipment for use on the school premises;
 - ii. Alter fixed installations
 - iii. Remove fire and safety notices or equipment;
 - iv. Take any action that may create hazards for persons using the premises or the staff or pupils of the school;
 - v. Interfere with or misuse anything which is provided in the interests of health, safety or welfare.

Caretaking, Cleaning and Contractors

Caretaking and cleaning is part of the PFI contract and as such are not the direct responsibility of the school. Staff need to be vigilant with regard to Health and Safety when the school is being cleaned and when caretaking jobs are being carried out. All cleaning staff must have DBS clearance because children do have community access in the evening.

Contractors on Site

A contractor is responsible for ensuring, as far as is reasonably practicable, the health and safety of himself, his employees and anyone who might be affected by his activities e.g. LEA employees, pupils, members of the public in line with the Health & Safety at Work Act 1974.

The responsibility includes not only his manner of working, e.g. preventing objects falling from heights, but also the work done e.g. the item of machinery, after repair, must be safe.

Despite this, Pinnacle, LA and Orchid Vale Primary School has responsibilities in respect of the work of contractors. Please note that building work cannot take place while children are at school 7.30am to 4.00pm.

The responsibilities of the PFI Management Company (Pinnacle), LA and Orchid Vale Primary can be broadly listed as:

- To take reasonable care in the selection of contractors (Pinnacle responsibility)
- To prepare proper specification of work (LA and Pinnacle responsibility)
- To consult prior to work commencing
- To monitor the work in progress and on completion
- To take action where a contractor's activities may adversely affect the health or safety of employees, pupils or visitors
- To ensure compliance (if applicable) with the Construction, Design and Management Regulations (CDM)

Where the LA or Environmental Services Department have selected the contractor, they will be responsible for all issues relating to the Contractor.

Pinnacle will, however, take these responsibilities for any contractual work not involving the Environmental Services Department or the LA.

Consultation prior to work commencing

The school needs to know what contractors requirements are for space, access, services and what hazards they are likely to introduce to site. All such working procedures should be discussed, agreed and recorded at a meeting held on the premises before work commences.

Grounds Maintenance

The Grounds Maintenance team will not be allowed to cut the grass in school hours unless prior arrangement with the school. **School staff are required to ensure that this is adhered to.**

Monitoring Work

The basis of concern should be the expectations and knowledge of an average person. In other words, you are not expected to conduct for example a thorough examination of the integrity of a scaffold but you would be expected to take action if you saw a scaffold leaning at a perilous angle.

Taking Action

In the event of an imminent risk of serious injury to Trust employees, pupils or visitors, the school should instruct the contractor to suspend work immediately and seek advice from the PFI Company (Pinnacle), the Borough Health and Safety team and Delegated Services.

Out of School Hours Contractors Safety Checklist

Items to observe before and during work:

- Determine the nature, scope, commencement date and duration of the works. Does the specification cover all the necessary health and safety requirements?
- Does the contractor know and agree the reporting of arrival arrangements (e.g. signing in/out, display of visitor badge etc)
- Is there any relevant health and safety information to give to the contractors? (e.g. fire alarms, access needs etc)
- Will the contractor's vehicles need to pass through open access? If so, can they be segregated from the Orchid Vale community by timing of barriers? If not, what alternative arrangements can be made?

Will the contractor's work create any potential risks for Orchid Vale community members?

If yes, what precautions do the contractors intend to take?

- Does the school need to take any complementary precautions of its own to prevent danger to Orchid Vale community members e.g. letter to staff re holiday building work?
- What are the arrangements for storage and transport of materials and waste? Are these likely to create any hazards to community members?
- What are the arrangements for storage and transport of materials and waste? Are these likely to create any hazards to community members?
- What are the arrangements for site security?
- What arrangements are in place for signage for visitors to the premises?
- Have relevant H&S notices been displayed on the site?

Section 7. Child Protection

Teachers are uniquely placed, as responsible adults outside the pupils' family homes to be able to detect signs of possible child abuse. Because of their day-to-day contact with children teachers have a positive role in child protection, being able to observe outward signs of abuse, changes of behaviour or failure to develop.

Whenever there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm, the Designated Safe-guarding Lead must inform the duty social worker immediately by phone and then follow this up in writing.

The Designated Safeguarding Lead (DSL) at Orchid Vale Primary School is Mrs Helen Willcox. In her absence the deputy DSLs, Mrs Ruth Lee, Mrs Emma Ponting, Mrs Helen Rao, Lucy Mitchell or Alex Dipple must be informed. The Designated Safeguarding Lead LGC member is Mrs Kathryn Sanders.

All staff must:

- Inform the DSL immediately of any concerns or allegations (unless the DSL is the person against whom the allegation is made in this event contact the deputy)
- Listen to a child who reports that they have been abused, but on no account should suggestions be made to the child as an alternative explanation for their worries
- Not promise total confidentiality to pupils who make allegations. Teachers should make it clear to pupils that in some circumstances, teachers would be bound to pass on what they are told

All adults have the right to act independently and make a referral if they are not in agreement with the DSL's decision not to act upon the information given.

Section 8. Parent Helpers

We actively encourage parent helpers or other volunteers to participate in the life of our school. There are some health and safety issues involved in this assistance.

Parents in Classrooms

- Must be treated as employees in terms of receiving instruction and information about safety and emergency procedures
- Must have demonstrated competence if using or supervising dangerous equipment or machinery
- Regular parent helpers must be DBS checked. There is a School Volunteer Policy

Parents Preparing Food

- See section on Food Preparation/Production

Section 9. Food Preparation and Production

Food prepared on the School premises other than by Sodexo

- Any area where food or drink is regularly produced is registered as a 'food business' with the relevant Borough Council. Areas such as serveries or kitchenettes used by DOVE or others for group or function catering also falls within this requirement.
- Areas where food is prepared or produced as a purely educational activity are generally accepted as being exempt from registration requirements although, of course, good hygiene standards are expected and should be maintained in such areas.
- Staff rooms where items of food may be prepared or produced for individual requirements would not fall within the provisions of the Food Safety legislation.
- Any person who is involved in the preparation of food for sale must be trained, instructed or supervised to an extent commensurate with that task.
- Compliance with the legal requirements of the relevant Food Safety legislation and the responsibility for food prepared on site by any 'non school' person or group, e.g. a hirer of the premises, lies with that person or group.

Goods brought into school for sale or general consumption

- The school has responsibility for ensuring so far as is reasonably practicable the safety of those consuming any such food.
- This includes food provided by parents or other non commercial or private sources for classroom parties, fetes, DOVE functions or any other type of school sponsored events. As it is impossible to be entirely confident of the methods of preparation and storage of such food, we restrict such provision to the less risky types of food.

Enforcement of the Food Safety Act and Associated Regulations

The Borough Council is the enforcement authority for the purposes of the Act and the associated Regulations. The Environmental Health Officers of the District Council are enforcement officers and are empowered to inspect any food premises in exactly the same way as HSE inspectors inspect general safety matters. We are required to co-operate with such enforcement officers and allow entry onto or into the premises at any reasonable time in the pursuance of their duties.

Section 10. Reporting Defects/Cleaning Issues

All defects in the school building are to be emailed to the Pinnacle Helpdesk swindon.helpdesk@pinnaclegroup.co.uk for Pinnacle to action. Staff must inform the office staff of all defects and cleaning issues immediately, however small. Please do not ask the SPO to do a job unless it has been emailed to the helpdesk.

Section 11. Curriculum Safety

All lessons should be safe and should take account of the abilities and maturity of the pupils taking part. The following guidelines apply to all lessons but especially to Science, Art and Design and Technology.

It is the duty of all staff and where relevant, non-employees such as parent helpers to:

- Take reasonable care for the health and safety of themselves and others who may be affected by their actions
- To be familiar with the Health and Safety policy through periodic reference to it
- To implement the provisions of the policy
- To co-operate with the employer and other members of staff in promoting health and safety

When drawing up topic and lesson plans staff note down any relevant and important health and safety issues and teachers are rigorous about the levels of supervision and involvement of pupils in Science and D&T.

Please ensure the Children's Risk Assessment form is completed whenever an activity has safety implications.

Class management

Class management and the efficient use of available space are both important. There must be sufficient room for pupils to work without potentially dangerous physical contact, and to perform required tasks satisfactorily. It is also important to ensure that safe and easy access to materials and equipment is part of normal established procedures.

In general, it is important to establish a purposeful working environment in which there is a sense of order, concern for others and unhurried movement when performing technical operations.

Design Technology (see also Design Technology Policy)

Most design technology activities carry some degree of risk. Teachers must ensure that they are familiar with all risks that might arise from the tools, equipment, materials and processes they plan for children to use. Trying things out for themselves to assess risks is a good principle. All teaching assistants and volunteer helpers must be appraised of the safety procedures and practices relating to any of the activities that they support.

It is important to assess the risk in all activities in order to determine:

- Where close supervision is required
- Suitable group size
- Suitability for whole class participation
- Where particular skills need to be taught
- Levels of hygiene required
- Individual pupil medical needs which may affect the activity

See section on Risk Assessment

Children should be made aware of the possible consequences of their actions and how to work in a safe manner. Tools should be suitable for the size, age and ability of the children using them.

Classroom Organisation

- Methodical classroom organisation is essential and should promote a safe working environment in which children learn how to work safely as well as the need to look after and manage tools and equipment
- Tools are kept in the DT cupboards and they can **only** be accessed by teaching staff
- Sharp tools can **only** ever be used under the supervision of an adult

Children should be taught to:

- Work in an organised way ensuring that work surfaces do not become cluttered with unused tools and material such that a safety hazard is created
- Take care of tools and equipment, return them to their correct place and identify when they are damaged or require blades to be changed
- Be hygienic, to clear away at the end of a session, avoiding the creation of excessive dust by removing waste materials into a container with a damp cloth or vacuum cleaner and not to blow particles off surfaces
- Use sharp tools correctly, patiently, without forcing, keeping all fingers in sight and behind the direction of cut
- Always use a safety rule and cutting mat with modelling knives

Science & DT Risk Assessments

Class teachers will undertake risk assessments if appropriate before a lesson takes place. It is important the RAs are completed with the children.

Possible Hazards

Hazards would mainly arise through the complexity of the different activities and the use of scissors, saws and similar equipment. In such circumstances it is particularly important to maintain proper levels of supervision. Good organisation, arrangement of working areas, access to materials and equipment, and careful supervision are the main ways of ensuring safe working conditions. Where possible have one table dedicated as a “work table” When using cutting equipment always use cutting boards to protect working surfaces. Use clamps when appropriate to hold materials steady. If children are using glue guns for example caution the children on the burns risk from hot glue. All children using sources of heat or hot materials e.g. wax must be closely supervised. Ensure that all tools are of an appropriate size for the children to use. Many adult tools will be unsuitable and if needed should be kept for teacher use only. Care must be taken when using paints, glues etc that there is no accidental ingestion. If anything is swallowed first aid assistance must be sought and the incident recorded in the accident book. Special care must be taken when dealing with substances that may cause an allergic reaction. All paints and glues should be hypo-allergenic. Where there is doubt then parents should be contacted with details of the lesson before it takes place so that can decide whether their child can safely take part. This is especially important in lessons involving food.

Untidiness

Poor organisation of storage and access systems for equipment and materials and work in progress may also create hazards. Clutter in circulation spaces and untidy, inaccessible and over- full storerooms present obstacles to safe movement and create a potential fire or accident risk. Good house-keeping can keep these risks to a minimum. Children must be encouraged to keep their desks tidy. All desks should be cleared of normal equipment before being designated as a work table.

Fire Precautions

Rags, cotton waste, polystyrene and similar materials are a potential danger and should not be allowed to accumulate or be stored near hot objects. Aerosol containers should not be used by pupils nor should they be punctured, even when empty. Activities within practical areas, or displays of work (for example, on open days), should never obstruct access to fire escape routes or emergency exits. Naked flames e.g. night lights should only be used under close supervision by the teacher. The demonstration should take place on one table only and all matches must stay in the possession of the teacher at all times.

Electricity

Portable power tools and electrical appliances are increasingly used in schools. The potential dangers, the special safety requirements and the importance of proper electrical connections must be known and understood. Any faulty equipment should be withdrawn from use until it is repaired. Electrical apparatus should be switched off after use and plugs removed from sockets. Whenever the electricity supply is cut off for any reason, all switches controlling any appliances should be put in the off positions. All portable electrical items must have an up to date safety inspection sticker (PAT tested). This includes any electrical equipment of your own that you wish to use in class. PAT testing is completed annually by Pinnacle or by the school. Records of inspection are kept.

Protective Clothing

When taking part in activities involving paint, glue etc all pupils should wear an apron to protect their clothes. If an activity is likely to be very messy then a letter should be sent to parents asking that their child brings in old clothing for that activity. All aprons etc should be close fitting and not present a trip hazard. Where appropriate tables should be covered as well.

Cleaning Up

At the end of the lesson the area should be cleaned and tidied. Care must be taken when washing to avoid wet floors and slip hazard. All water should be kept away from electrical outlets and children should not operate electrical equipment with wet hands.

Restrictions

The following restrictions will apply when teaching Science and D&T:

- Thin (polystyrene) cups from drinks machines should not be used to hold hot water
- Glass containers should not normally be used by children in Years 3&4, but may be used by Years 5&6 when there is no realistic alternative
- **Only** AA batteries are used for circuit work
- Iron filings are always contained in plastic bags or purpose made containers that are sealed
- Scrupulous hygiene must be observed before and after cooking activities or handling animals etc. Younger children may need to be supervised in doing this

- Hot glue guns are **not** used in the school. Only Low Melt Glue Guns are used under close adult supervision

Purchasing and Storing Resources

Donations of previously used equipment are not accepted. Equipment and materials are stored safely. Hazardous materials for the teaching of Science or D&T are not used or stored within the school.

Living Organisms

The responsible use of suitable animals, plants and micro-organisms in the classroom enhances the curriculum and helps to promote a respect for living things. Advice is taken from Be Safe and any relevant CLEAPSS publications which are kept in the Science cupboard. When animals are brought into school special attention must be given to any allergic reaction that might occur e.g. asthma. Where there is any doubt advice must be sought before confirming that the lesson will go ahead. When holding lessons outside thought should be given to sun safety and possible allergic reactions e.g. hay fever/bee stings/poisonous plant life/dehydration.

Computing Lessons

Teachers should be aware of the health and safety implications when using the computer laptops/ipads. The following guidelines should be used:

- Chairs should be adjusted to ensure a comfortable position
- Pupils with special medical needs, e.g. epilepsy, should be carefully supervised while using the computer
- Pupils should not touch the monitor screen to avoid static discharge
- No drinks are to be allowed near the computers
- Pupils should not touch any of the plugs or electrical outlets in the suite
- All faults are to be reported to the technician

Physical Education

All lessons in Physical Education should balance appropriate challenge against acceptable risk.

P.E. lessons should follow the guidelines given by the British Association of Advisors and Lecturers in Physical Education as follows:

TEACHERS delivering physical education need to:

- Understand their obligations relating to their duty of care
- Be suitably experienced and competent to teach the physical activity being offered
- Use regular and approved practice
- Be aware of any child/pupil at risk
- Ensure acceptable pupil behaviour at all times
- Clarify the role of and monitor the work of other school staff, contracted workers and volunteers
- Be suitably dressed in clothing and footwear appropriate for teaching PE

PUPILS engaged in physical education should be:

- Given opportunities to think about safe practice in relation to themselves and peers
- Guided to develop their knowledge and understanding relating to responsible participation and progress
- Sufficiently skilled and confident in the tasks set
- Appropriately supervised when undertaking a leadership role

PHYSICAL EDUCATION FACILITIES should provide:

- Hazard free playing surfaces
- Sufficient space allocated to the activities
- and be subject to:
- A regular and systematic maintenance programme
- Appropriate usage

PROCEDURES should involve:

- Safety rules and regulations clearly understood by both pupils and staff
- Attendance and assessment records consistently maintained
- All accidents and 'near misses' comprehensively logged and reported to the appropriate body where required
- Communication with parents about school policies and practice

PHYSICAL EDUCATION EQUIPMENT should be:

- Inspected annually
- Regularly maintained
- Regularly monitored for wear and tear
- Checked before use
- Used appropriately and stored safely
- Disposed of when condemned

PREPARATION requires:

- Comprehensive schemes of work in place, differentiated to meet the needs of all pupils
- A safety policy and guidelines and a physical activity policy
- Up to date risk assessment

TEACHING STYLE AND CLASS ORGANISATION should ensure that:

- Pupil capability is matched to task
- The methodology is appropriate to safety demands inherent within the activity
- Pupils are always appropriately prepared and confident through progressive practices

In addition pupils should wear appropriate clothing/footwear before taking part in Physical Education lessons.

Swimming

Comprehensive guidance on the precautions to be observed during school swimming lessons can be found in the publication "Safety in Physical Education".

Life Saving

The following are minimum standards:

- The life saving and resuscitation skills appropriate to the pool are practised every term
- One adult on duty is identified as the overall lifesaver for the group. The overall lifesaver must have obtained one of the following minimum qualifications within the last two years and practise the relevant skills every term:
 - RLSS National Pool Lifeguard qualification
 - ASA/RLSS Swimming Rescue test certificate. This person would be an employee of Dorcan swimming facility
 - Additionally, other adults on duty have attended a 'water safety course' within the last two years
- When making swimming arrangements the Headteacher, will check that the teacher/instructor in charge of a deep water pool has taken the teaching course equivalent to the ASA Teachers certificate and qualified in a lifesaving course as indicated above

Ratio

There are qualified adults on duty at the poolside at a minimum ratio of 1 for every 20 children in the water, remaining there until the children have left the water.

Safety Considerations

- No lifeguards may be on duty continuously for periods exceeding 45 minutes. No one enters the water under any circumstances until life guards are on duty
- Adults on duty make sure that lifesaving equipment (pole, life belt, rope) is ready for immediate use in case of difficulty. A life belt or pole of sufficient length to stretch at least half way across the pool is ready for immediate use at the pool side. The pool depth is clearly marked at each end and at sudden changes of depth
- All teachers/adults who are on the pool side are conversant with the normal operating procedures and the emergency procedures of the pool which they are operating. These procedures are written for every pool in which school children swim. It is the responsibility of the Headteacher to ensure that the supervisory staff are conversant with them. Procedures are reviewed every year. **Regular incident training is part of the 'familiarisation with procedures' process that all adults and teachers undertake at least every year**

- Teachers/adults are aware of individual children who cannot stand in the shallow end. Careful attention is given to any weak swimmer who is required to work out of his/her depth
- The number of children is restricted according to the size of the pool and the size and depth of the shallow end
- Goggles worn should comply with British Safety Standards. This is the responsibility of the parent providing them
- Diving is to be allowed only into an area clear of all other swimmers. The following depth for diving must be strictly adhered to:
 - From poolside into not less than 2.5 metres
 - From one metre firm board into not less than 3 metres
 - From one metre spring board into not less than 3.5 metres
 - Plunge dive or racing dive into not less than 1.25 metres, unless practising for competitive events

Children with Special Needs

Before taking any child with special needs swimming, the school should be familiar with the full text of the guidance document referred to earlier. Risk assessments should be carried out for any child needing additional support with swimming.

Unprogrammed swimming and out of school swimming

Before authorising any unprogrammed swimming (lunch hour, after school, clubs and holidays) or before authorising any sea bathing or river bathing, the school should be familiar with the full text of the guidance document referred to earlier in this section and the advice and procedures relating to high risk outdoor education events.

Section 12. Use of Laptops and Portable Computers

The term 'display screen equipment' includes all conventional desk top computers plus laptop units.

A 'User'

Is defined as someone who regularly uses DSE:

- For continuous periods of more than one hour and
- For more than 2.5 hours per day or 30% of the average working day whichever is the greater and who also meets most of the following criteria:
 - Has no discretion as to whether the DSE can be used to do the job
 - Requires particular skills in the use of DSE
 - Has fast transfer of information between user and screen as an important requirement of the job
 - A high level of attention and concentration is required by the user

Action by the School in respect of designated Users

Users will have their workstation assessed to ensure compliance with minimum standards. The Assessor will do this in consultation with the User. Based on findings of the assessment, improvements will be made to meet minimum standards.

Users are encouraged to take a 5-10 minute break from intensive keyboard work every 50-60 minutes. In practice, the normal day to day school environment is likely to produce regular breaks – answering the telephone, dealing with enquires etc

Users will receive information on the health risks associated with DSE work and training on the setting up and use of the equipment and software.

Problems with workstations in relation to Health and Safety should be reported in the first instance to the Headteacher.

Financial Contribution for Eyesight Test and Corrective Lenses

Designated Users are, on request, entitled to a regular eyesight test with the cost being borne by the school. The school has made all Users aware of this.

The Working Environment

Do not sit facing or with your back to a window. Extraneous reflections or light shining directly on the screen will make it more difficult to see the screen image. Clean the screen. Most screens collect dust, finger print smudges and other contaminants. Removing them will help you see the screen better.

Comfort

Try to position the laptop (within the limits of the environment) for the most comfortable use. Position the laptop for the type of activity; e.g. if mainly typing, the position of the keyboard should be the primary concern; if activity is mainly screen based make sure the screen can be comfortably seen.

There is a wide range of pointing devices available e.g. mice, tracker balls, etc. If the integrated pointing devices are difficult to use or if the tasks are mouse intensive consider using an external pointing device. Adjust the contrast and brightness which should improve the image.

Safety

The equipment and/or leads should be periodically tested for safety. Remember that laptops and their peripherals such as carrying cases, batteries etc can be heavy. Pupils should not carry more than one laptop at a time. Where there is a physical impairment (permanent or temporary) then the laptop should be carried by a member of staff. At no time should pupils run while carrying laptops. The issuing and returning of laptops should always be supervised by an adult.

Section 13. Stress

Aim

This section is designed to:

- Clarify the legal position
- Help you understand what stress is
- Identify some of the symptoms of stress
- Identify some of the causes of stress
- Suggest positive actions
- Guidelines for preventing stress
- Give information about advice and help

It is designed to assist you with looking at personal aspects of stress management and gives suggestions on coping strategies.

The Legal Position

There is no specific law in controlling stress at work, however broad Health and Safety laws apply:

- Under the Health and Safety at Work etc. Act 1974 employers have a duty to ensure, so far as is reasonably practicable, the health, safety and welfare at work of all employees
- Under the Management of Health and Safety at Work Regulations 1992 employers have a duty to assess the health and safety risks to which their employees are exposed at work

Ill health resulting from stress caused at work has to be treated in the same way as ill health due to the physical causes in the workplace. This means that employers do have a legal duty to take reasonable care to ensure that health is not put at risk through excessive and sustained levels of stress arising from the way work is organised, or from the day-to-day demands placed on their workforce (HSC.1998).

What is stress?

Stress can be positive and negative; some pressure can be a very good thing. The tasks and challenges we face in our every day can keep us motivated, give us a sense of achievement and can provide job satisfaction. Stress is beneficial when we feel challenged and stimulated, but negative if we feel either overloaded or underestimated. At the opposite ends of the spectrum we can suffer from 'rust out' (understressed) or 'burn out' (overstressed) as a result. Good management takes an active part in ensuring the amount and nature of people's workload is close or at the optimum point, by harnessing the energy of healthy stress and minimising the unhealthy outcomes.

Negative stress is a result of:

- A mismatch between the demands on us and our real or perceived ability to cope
- Unpleasant over or under stimulation which leads to actual or potential ill-health
- High demand plus low constraint plus low support

Causes of Stress

No two people are exactly the same; therefore the causes of stress can be very different. What might feel like tremendous pressure and very stressful to one person might seem exciting and challenging to another. Stress can be caused by people or things which are outside our control, we also can create some of our own stress. It is important to identify how much of your stress is caused by your own beliefs or conditioning (for example all men should be able to mend cars, or that housework is the woman's responsibility) and how much comes from external sources. Once you have a clearer idea about what are the sources of stress for you, you can start taking action.

Example

Jo feels under pressure at work, and blames the organisation for her feeling stressed. However, she feels it is wrong to say "no" so takes on any work that is given to her. Being clearer about her role in creating stress would help her to plan an effective strategy and also reduce her feelings of anger and frustration with the organisation.

Positive Action

Ideas for managing stress

Become knowledgeable about stress

- Identify your major sources of stress
- Anticipate stressful periods and plan for them
- Develop a number of constructive strategies and practice them

Come to terms with your feelings

- Do not suppress your feelings; acknowledge them to yourself and share them with others
- Learn to be flexible and adaptable

Develop effective behavioural skills

- Do not use 'can't' when you actually mean 'won't'
- Use free time effectively
- Be assertive/learn to say no
- Avoid blaming others for situations
- Provide constructive feedback to others
- Acknowledge problems as soon as they appear

Establish and maintain a strong support network

- Ask for direct help, and be receptive to it when its offered
- Rid yourself of dead or damaged relationships
- Tell the members of your support network that you value the relationship

Develop a lifestyle that will strengthen you against negative stress

- Maintain correct weight
- Take some form of regular exercise; vigorous, stretching, recreational
- Take some form of regular relaxation
- Use caffeine and alcohol in moderation or not at all
- Use tobacco in moderation or preferably not at all
- Avoid foods high in sugar, salt, saturated fats and chemicals
- Plan your time on a daily basis and long terms
- Seek out variety and change of pace
- Do not dwell on unimportant matters

Spiritual Development

- Establish a sense of purpose and direction
- Believe in yourself
- Learn to rise above stressful situations
- Maintain a sense of proportion

Time Management

Many people experience considerable stress because they see themselves as being unable to fit all they 'have' to do into the time available. Others may spend their time doing things they do not value or cannot see the relevance of. The key to time management is making time to choose how you will use it.

Time management is just part of self-management, and it is as much an attitude and philosophy of life. If you have not sorted out your values and priorities, then the techniques will not make life less stressful or more satisfying. Exercising choice means having some sense of your goals, what motivates you and what makes your live worth living. The techniques are valuable once you have established a basis of choice.

Stress Without Distress

- Review your balance of mental, physical and emotional activities
- Eat for health, strengthen your body and treat yourself with care
- Learn about your own stress signals so that you can take appropriate action
- Ask for help if you need it
- Check your priorities: what are the important things in your life
- Learn planning skills and time management
- Learn to view situations objectively
- Be prepared to accept limitations especially on yourself
- Stand firm when it is important, but know when it is sensible to retreat from pressure
- Allocate some time for yourself on your priority list
- Maintain your sense of humour when all around may be losing theirs

Relaxation Techniques

To help alleviate stress you need to identify causes and then take action. Another approach is to create an environment in which you can relax and feel calm. Here are a few relaxation tips.

Breathing Exercise

Find a quiet, comfortable place to sit, close your eyes and begin to take slow, deep and regular breaths. Concentrate on your breathing using the whole of your lungs and not shallow upper chest breathing. Do this as long as you wish, then slowly open your eyes and stay still for a moment.

Quick Relaxation Exercise

Lift your shoulders up to your eyes and then slowly let them down, repeat several times straightening your back if you are sitting at a desk. Take a few deep breaths and clench your fists under your desk, count to three and slowly release, repeat several times. When you are taking a short break do some light stretching especially of your back.

Using your Imagination

Close your eyes. Remember back to a place where you have felt relaxed or calm it may have been on a beach or in the countryside. Imagine you can hear the sounds of your place and taking slow deep breaths imagine you are there now. Take your time slowly come back to your environment and open your eyes.

Persistence Pays

Do not give up; your ability to handle stress and treat yourself is a tremendous power. Change may not always come easy, you may feel stuck in your old stressful habits but you can do it. Do not be afraid to ask for help.

A Self-Assessment questionnaire is included in the appendix.

Action to Respond

1. We are aware that we are susceptible to any of these causes
2. We make time to **consciously** assess the exposure of individuals to these factors and the effect that it may be having
3. We manage the situation to the extent that our authority allows using the LA's procedures and specialist staff and Governors to support if necessary. Each situation will always need to be treated on its individual merits.

Support Staff

The Trust has specialist staff who can provide professional support to schools who have to deal with employee well-being issues.

What to expect from staff

No matter how vigilant the Headteacher, other senior staff and Governors are it is inevitable that individual employees will often be the first to identify circumstances which could induce stress or be aware that they are starting to experience some of the early signs of stress.

All employees must therefore take responsibility for alerting a suitable person to any concern they may have in respect of stress or their general ability to carry out their work duties without detriment to their health or safety or any other sense of discontent.

A suitable person means either the Headteacher or, if this is not possible, Senior Leaders, the Chair of Governors or any of the specialist support staff listed in this section.

There source of the concern may not be wholly work-related and employees are encouraged to share details of circumstances in their personal lives that could be significantly affecting work performance. All such information will be kept in complete confidence to the extent that Council procedures allow.

Section 14. Pregnancy

As soon as a member of staff indicates that they are pregnant, the Headteacher will consider the suitability of their workload and make any necessary alterations to ensure that person's wellbeing. Elements to consider are:

DSE work – according to the National Radiological Protection Board, there is no significant risk to health posed by the levels of radiation emitted by display screen equipment. There is the possibility of postural problems from long periods in a static position.

Biological Agents – exposure to certain substances will be detrimental. Amongst those agents known or thought to be harmful are the rubella virus, mercury, lead, carbon monoxide and chemicals which may be absorbed through the skin.

Work conditions – e.g. floor surfaces which may become slippery, adverse weather conditions likely to cause slips, long periods standing or sitting, extended hours which may lead to tiredness.

Manual Handling – This should be considered by the member of staff carefully before undertaking any moving or lifting of objects. Alternative arrangements will need to be made.

Working at Heights – Pregnant staff are not to use ladders or fixed stepping stools.

Others - such as vibration and extreme heat or cold may be harmful.

Clearly, this is not an exhaustive list and all elements of the work must be considered.

Section 15. Well-being / Supervision Meetings

Of course, all staff are more than welcome to talk to SLT about concerns they have at any time. We recognise that people are honest and open when they feel comfortable with the person they are talking to so a degree of choice will be available. Meetings are offered whenever staff feel that they need them.

SLT, ELSAs, DSL can confide in other SLT members with whom they feel comfortable.

These meetings are not with the intent of offering all the answers but are an opportunity to talk, 'get things off your chest', reflect, celebrate and explore possible solutions and signpost to further support.

Nothing in the meeting will be recorded in writing; this does not form part of your performance management.

Section 16. Control of Substances Hazardous to Health (COSHH)

Definitions

A hazardous substance is considered to be:

- Any substance, whether solid liquid or gas, designated as toxic, corrosive, harmful or irritant. These are normally highlighted by the use of the words under a black and orange symbol on packaging and LGCelling
- Any dust in significant quantities
- Any substance allocated an occupational exposure standard or a maximum exposure limit by the Health and Safety Executive
- Any micro-organism involved in a working activity which creates a hazard to health
- Anything else that can cause an ill-health effect

Routes of entry

Hazardous substances can enter the body by:

- Inhalation (breathing)
- Absorption (through the skin)
- Ingestion (through the mouth)
- Injection (through cut or abrasion)

Duties and responsibilities

- The CEO of the Trust has overall responsibility for ensuring implementation of policy. This duty is delegated to individual department managers and employees at all levels
- Responsibility for ensuring COSHH assessments are carried out rest with the Headteacher in relation to the substances used by staff and pupils but Pinnacle have the responsibility for all areas of their contracted work
- It is the responsibility of the Occupational Health Department to ensure appropriate health surveillance is carried out and records maintained.
- Protection against microbiological agents is the responsibility of the Infection Control Team in conjunction with the Occupational Health Department
- It is the responsibility of the supplier to provide safety data sheets for all substances supplied by them which are covered by COSHH.
- Pinnacle is responsible for ensuring that there is a maintenance programme that is recorded in writing, to ensure that plant and ventilation systems function efficiently and safely. They are also responsible for ensuring that COSHH assessments are carried out and that relevant information is given to all staff. They must ensure appropriate control measures are in place to minimise risks to health.
- It is the duty of all employees to look after themselves and others at work. They should co-operate with the employer and not misuse or interfere with safety measures (as laid down in section 2 of the Health and Safety at Work act 1974). Duties under this policy specifically include:
 - Attending training sessions as may be requested from the Health and Safety Advisor
 - Correctly using control measures
 - Correctly using Personal Protective Equipment/clothing
 - Attending for health surveillance
 - Reporting hazards including faulty equipment

Control Measures

Where there is the potential for any person to be exposed to any hazardous substance the school must take the following action before that exposure occurs.

- Consider whether the potential for exposure can be eliminated by using a safer substance, changing the work practice or ceasing an activity.
- If this is not possible the school must carry out a written assessment of the risk of exposure and identify any appropriate control measures that are necessary. The following factors must be taken into consideration for each substance:
 - Possible harmful effects (risks)
 - Its form and quantity
 - How it is stored and handled
 - How it is used and transported
 - Control measures to be implemented

Control measures should be considered in the following order of priority, with the highest level of control possible being applied.

- a) Elimination or substitution of a safer alternative
- b) Use in a restricted or enclosed area. Restrict the number of people and duration of exposure. Ensure good ventilation.
- c) Prohibit eating, drinking and smoking. Clear up spillages immediately. Clean the entire area when finished. Practice good personal hygiene e.g. hand washing. Increase dilution factors and reduce temperature of solutions.
- d) Use protective clothing/equipment

Hazardous Substances

A COSHH inventory must be kept and updated every year. Therefore COSHH assessment should be done every year to ensure the inventory is accurate.

Relevant information must be provided to employees who are or may be exposed to hazardous substances as well as instruction and training for them to know the health risks created by the exposure and the precautions which should be taken.

Before carrying out COSHH assessments make a list of all hazardous substances that are used or generated on site. Remember that not all substances come in bottles or tins – some are naturally produced such as vomit or urine and some are by-products such as wood dust.

For this school the list is likely to include:

- Cleaning products (Pinnacle and school)
- Caretaking products (Pinnacle)
- Glues (Pinnacle and school)
- Bodily fluids and solids (School)
- Paints and dyes (Pinnacle and school)

From this list delete all those that can be eliminated or replaced with safer alternatives. Then delete any others where the risk is so low as to be insignificant. For the remainder complete a COSHH assessment form as found in the appendix.

The assessment will culminate in an estimation of the risk to employees and pupils based on the nature of the risk, the length and frequency of exposure, the precautionary measures taken and the way in which the substance is encountered.

Everyone who may be exposed should be made aware of the findings of the assessment.

Review Process

On annual health and safety reviews the designated person must ensure:

- The school COSHH inventory is complete and up to date
- That a COSHH warning poster is displayed in an appropriate place
- That all school substances are Labelled and stored correctly
- That protective equipment is adequate and suitable
- Pinnacle are responsible for all of the above in relation to their annual health and safety reviews

Training

Employees required to use or handle hazardous substances at work must be given suitable and sufficient knowledge to ensure they are not exposed to risks to their health.

The Headteacher and Pinnacle are responsible for provision of relevant information, instruction or training which must include the following.

Information

- The nature and degree of risk to health
- The reason for control measures and how to use them correctly
- The reasons for protective equipment and how to wear and look after it properly
- Results of any monitoring and health screening
- Their duties under the regulations

Instruction

- Know what precautions to take and when to take them
- Know how to carry out correct cleaning, storage and disposal procedures
- Know the procedures to be followed in an emergency

Training

Training must be given to ensure employees are competent in the use and application of:

- Control measures
- Personal protective equipment
- Emergency procedures

The Headteacher or designated person must ensure that adequate supervision is given until competence can be assured. Written details of all training given must be kept in the school.

An example of the COSHH assessment sheet is in the appendix.

The poster on the next page is a summary of action to take.

Section 18. Working At Height

The term **Working at Height** covers **all activities** where a person could fall whilst under taking a task and subsequently injure either themselves or others by their actions. This includes use of ladders, steps etc retrieving or placing objects on shelves above head height where there is a risk of objects falling and causing injury.

Working at Height Safety Instructions

- Only ladders and steps provided by the school to be used. **No one is to climb on any type of furniture.**
- All ladders and steps must be examined by users prior to use and not used if any damage is present. Please ensure that you check the plastic/rubber feet (ferrules)
- All ladders and steps must be used on a firm level base. Steps must be fully opened to the extent of the returning bar
- If possible steps to be used at right angle to the work face
- Only one person to be on a ladder or steps at any one time
- Do not use ladders or steps where they can be knocked by traffic, persons or doors unless adequately protected by an exclusion area. (Consider, need for warning signs, barriers, lookout etc to prevent accidental contact)
- Do not over reach or lift heavy objects whilst on ladders or steps. No heavy or loose items can be stored above head height/on top of cupboards
- A second person must be positioned at the base of any steps or ladders to add stability and keep the area clear, where the feet of the person at height are above 1.5m
- A safe system of work must be introduced which ensures the person on the ladder or steps does not get knocked off and that persons below cannot get hit by falling objects. Protect the area and don't let other persons walk or work below a person working at height. (Staff to use the shoulder bags provided)
- Ladders to be positioned at an angle of 75 degrees and tied off at the top if possible. Ladders must be the right way up
- All ladders and steps to be taken from and returned to their dedicated storage location before and after use to prevent unauthorised use or access
- Ladders and steps provided by the school are kept in the KS2 cupboard and stationery cupboard

Section 19. Manual Handling Inanimate Objects

This section explains the problems associated with manual handling and sets out best practice in dealing with them. The Manual Handling Operations Regulations 1992, as amended in 2002('the regulations') apply to a wide range of manual handling activities, including lifting, lowering, pushing, pulling or carrying. Note: Physical restraint of a pupil will be considered as manual handling within the terms of the regulations. The load may be either inanimate – such as a box or a trolley, or animate - a person or an animal.

More than a third of reported each year to HSE and local authorities are caused by manual handling – the transporting or supporting of loads by hand or by bodily force.

The Regulations require employers to:

- **avoid** the need for hazardous manual handling, so far as is reasonably practicable;
- **assess** the risk of injury from any hazardous manual handling that can't be avoided; and
- **reduce** the risk of injury from hazardous manual handling, so far as is reasonably practicable.

Employees have duties too. They should:

- follow appropriate systems of work laid down for their safety;
- make proper use of equipment provided for their safety;
- co-operate with their employer on health and safety matters;
- inform the employer if they identify hazardous handling activities;
- take care to ensure that their activities do not put others at risk.

Before moving a load follow the manual handling check list to see if a full risk assessment is necessary. If it is carry out the agreed school risk assessment. These assessments should be filed in the appropriate risk assessment folder. When making risk assessments care should be taken that the generic assessment covers any difference in size and stature of the employee and that any pre-existing medical conditions have been taken into account. If need be carry out an individual risk assessment for that employee.

Good handling technique for lifting

- **Think before lifting/handling.** Plan the lift. Can handling aids be used? Where is the load going to be placed? Will help be needed with the load? Remove obstructions such as discarded wrapping materials. For a long lift, consider resting the load midway on a table or bench to change grip.
- **Keep the load close to the waist.** Keep the load close to the body for as long as possible while lifting. Keep the heaviest side of the load next to the body. If a close approach to the load is not possible, try to slide it towards the body before attempting to lift it.
- **Adopt a stable position.** The feet should be apart with one leg slightly forward to maintain balance (alongside the load, if it is on the ground). The worker should be prepared to move their feet during the lift to maintain their stability.
- Avoid tight clothing or unsuitable footwear, which may make this difficult.
- **Get a good hold.** Where possible the load should be hugged as close as possible to the body. This may be better than gripping it tightly with hands only.
- **Start in a good posture.** At the start of the lift, slight bending of the back, hips and knees is preferable to fully flexing the back (stooping) or fully flexing the hips and knees (squatting).
- **Don't flex the back any further while lifting.** This can happen if the legs begin to straighten before starting to raise the load.
- **Avoid twisting the back or leaning sideways,** especially while the back is bent. Shoulders should be kept level and facing in the same direction as the hips.
- Turning by moving the feet is better than twisting and lifting at the same time.
- **Keep the head up when handling.** Look ahead, not down at the load, once it has been held securely.
- **Move smoothly.** The load should not be jerked or snatched as this can make it

- harder to keep control and can increase the risk of injury.
- **Don't lift or handle more than can be easily managed.** There is a difference between what people can lift and what they can safely lift. If in doubt, seek advice or get help.
- **Put down, and then adjust.** If precise positioning of the load is necessary, put it down first, then slide it into the desired position.

Good handling technique for pushing and pulling

Here are some practical points to remember when loads are pushed or pulled.

Handling devices. Aids such as barrows and trolleys should have handle heights that are between the shoulder and waist. Devices should be well-maintained with wheels that run smoothly (the law requires that equipment is maintained). When purchasing new trolleys etc, ensure they are of good quality with large diameter wheels made of suitable material and with castors, bearings etc which will last with minimum maintenance.

Force. The operator should try to push rather than pull when moving a load, provided they can see over it and control steering and stopping.

Slopes. Employees should enlist help from another worker whenever necessary if they have to negotiate a slope or ramp, as pushing and pulling forces can be very high.

Uneven surfaces. Moving an object over soft or uneven surfaces requires higher forces. On an uneven surface, the force needed to start the load moving could increase to 10% of the load weight, although this might be offset to some extent by using larger wheels. Soft ground may be even worse.

Stance and pace. To make it easier to push or pull, employees should keep their feet well away from the load and go no faster than walking speed. This will stop them becoming too tired too quickly.

Below is a guideline diagram showing maximum weights in different lifting positions. Remember these are generic guidelines and may need to be adjusted to deal with individual characteristics.

A detailed HSE Manual Handling Assessment Charts (the MAC tool) can be found here
<https://www.hse.gov.uk/pubns/indg383.pdf>

Short Term Immobility

A number of pupils will have some degree of mobility-impairment. Whether this is a permanent impairment or a temporary one, we have procedures in place to ensure the safety of the pupil and of the staff that may be assisting.

When mobility-impairment is temporary such as when a pupil (or adult) has a limb in plaster or is using crutches then the school will assess the means by which that person can move safely around the school site and most importantly, evacuate in the event of an emergency.

Staff or, if suitable, other pupils can be allocated duties to provide a steadying hand for balance, on steps and slopes for example, but no untrained person is allowed to lift, carry or provide significant weight bearing support.

If a pupil has a degree of immobility requiring this level of assistance then the school will undertake a full assessment of need with the parents before the child next attends.

Permanent or Long Term Immobility

Pupils with permanent or long term mobility impairment require specific attention to ensure that the manual handling situations that will be encountered are identified, assessed and controlled so that the health, safety and well being of the pupil and staff is protected.

- Attention must be given to the requirements of the Disability Discrimination Act
- As a general rule, the lifting, carrying and weight bearing of pupils should be avoided or kept to a minimum

Account should be taken by those trained to do so of the benefits and rehabilitation effect of encouraging the pupil to provide independent movement.

- Risk Assessments will be undertaken and recorded for all pupils need physical assistance. All aspects of school life will be considered including access to the curriculum outdoor education, PE lessons, emergency arrangements as well as therapy and toileting needs.
- Risk Assessments will consider the risks to both the pupil and the employees involved and are regularly reviewed at intervals not exceeding 6 months (children grow!) or whenever other circumstances likely to affect the assessment present themselves.
- For pupils with Statements of SEN the need for physical assistance will be part of the Annual Review.
- Assessors and handlers will be given specific training.
- Suitable numbers of trained staff will be available to carry out manual handling tasks safely and cover for absences. Those involved will be trained in advance of having to handle pupils.
- All relevant staff will have access to the risk assessments and handling plans for the pupils that they are assisting. They will also be aware of the LA and school policy on manual handling.
- All members of staff should be aware of the importance of highlighting any personal injury or condition, including pregnancy, which might affect their ability to safely carry out their duties.
- All handling equipment identified by the risk assessment and handling plan must be available and kept maintained, serviced and in proper working order. Faults and repairs will be dealt with promptly.

Section 20. Maintenance of Portable Equipment

The school is responsible for the maintenance of portable electrical equipment. It has arrangements to maintain an inventory of all portable electrical equipment. Each item is uniquely identifiable. Each item on this inventory is subject to three levels of inspection:

1. An informal visual check by the user on each occasion
2. A formal visual check by a competent person at intervals proportional to the degree of wear and tear the equipment receives
3. Formal test, including insulation and earth tests, to be carried out by an appropriately trained and competent person

The informal visual check by the user

All users, including older pupils, should be encouraged to look for:

- Cuts, abrasions or other damage to the cable covering
- Cracked or chipped plugs or bent pins
- Non standard joints including taped joints in the cable
- The out sheath of the cable not being gripped where it enters the plug or the equipment so that the colour insulation of the internal wires can be seen
- Damage to the outer cover of the equipment or obvious loose parts or screws
- Overheating indicated by burn marks or signs of melting
- Any defective equipment that is found must be taken out of use until repaired and reported to the Headteacher.

The formal visual check by a competent person

The checks should be done with at least the frequency of the formal test period but even more frequently if the equipment is prone to heavy usage, particularly by the pupils. The check should include all of the informal visual checklist above, plus:

- Remove the plug top and check that the cable connections, especially the earth where fitted, are correctly made
- Ensure that there are no 'loose' strands of wire within the plug
- Check that the cable clamp grips the outer cable insulation firmly
- Check that the fuse is of the correct rating for the appliance. It is good practice to mark the fuse rating on plugs with an indelible marker to ensure that the correct replacement fuse is used

The formal test by a competent person

The school and Pinnacle have arrangements for testing portable electric equipment. This is usually referred to as PAT testing and requires a special piece of testing equipment. Records of all tests and formal visual inspections are kept.

- All equipment is labelled as having passed its test and be marked with the date that the next test is due
- New equipment can be used until the first test is due but should be immediately entered onto the school's inventory

To reduce risks users should:

- Avoid the temptation to employ any further extension leads
- Never link extension leads together
- Where the use of an extension lead is unavoidable, ensure that it is routed in such a way as to prevent any risk of damage to the insulation, and in a way that does not present a trip hazard
- Visually check that all leads in use are undamaged
- Check that all plugs contain the correct size of fuse, and are correctly wired with all connecting leads secured tightly and the other cable sheath held firmly by the cable clamp
- Cease using block adaptors
- Extension leads should be included in the annual PAT testing scheme

