



Pebworth First and Blackminster Middle Schools  
Federation



# Health and Safety Policy

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Reviewed by: Anne Jones/Sarah Gravestock  
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## Health and Safety at Work Act 1974

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### 3rd and 4th Tier Health and Safety Policy Statement

## **1. Introduction**

1.1 Worcestershire County Council (WCC) has the primary responsibility within school for health and safety matters under the Health and Safety at Work Act 1974, acting in their capacity as employers, and has issued Health and Safety statements with regard to educational facilities in Worcestershire, these documents are known as 1st and 2nd tier statements. WCC further requires each educational facility to issue a 3rd tier statement (general policy for the whole school) and a 4th tier statement for each department within the school. These statements explain more fully the arrangements made by the governing body for ensuring the continued health and safety of users of those premises known as School. These statements are subject to annual review.

## **2. Application**

2.1 This statement applies to all persons whilst they are on or in the premises known as Blackminster Middle School or Pebworth First School.

## **3. Management and Responsibility**

3.1 Overall responsibility for health and safety in the school and Health and Safety Policy lies with the Headteacher and the Governing body, but all staff, students and visitors have a joint responsibility for their own health and safety and that of others whilst on school premises. Day to day management of health and safety matters in the school fall within the duties of the Headteacher and anything which could affect the health, safety or welfare of any person on the school premises with regard to buildings, grounds, equipment or practice is to be reported to the Headteacher or a member of the Senior Leadership Team as soon as is practicable and, where necessary, entered in the on line Maintenance Book, [www.every.education.co.uk](http://www.every.education.co.uk)

There is a duty on all staff members to report all hazards of which they become aware.

3.2 Members of SLT who are informed of health, safety or welfare risks are to ensure that The Headteacher is informed of the relevant details and that, if required, an entry is made on Every

3.3 Where a health and safety risk or other hazard is reported, the Headteacher or another authorised person will inspect the hazard as soon as is practicable and, in discussion with staff members most closely involved, will decide on appropriate action.

3.4 An electronic record of Buildings Issues and Hazards is kept by the Business Manager and can be inspected by the Headteacher on the last day of each month and progress on entries monitored where appropriate.

## **4. Accidents**

4.1 Accidents which result in physical injury are to be dealt with, with such immediate first aid as is required to remove the casualty from immediate danger, risk of further danger and discomfort until the casualty is taken over by trained first aid or medical staff.

4.2 All accidents will be reported immediately to the medical room where staff will be responsible for obtaining the correct first aid or medical assistance.

4.3 In all cases where a casualty has lost consciousness, an ambulance will be called. In all other cases common sense and the decision of the first-aiders will dictate when an

ambulance is called.

4.4 The Headteacher will be informed by first aid trained staff of all accidents as soon as is practicable and they will ensure that:

- a. An entry is made in the school Accident Book at Blackminster and on Scholarpack at Pebworth.
- b. An electronic report, where necessary, is submitted to the LA without delay and within seven days of the accident.
- c. The accident is investigated as soon as possible to find the cause and determine how best to avoid a repetition of the accident. If the investigation or accident reveals a previously unknown hazard then this must be reported in the electronic record of Buildings Issues and Hazards.
- d. Where appropriate, the parent / carer or nearest relative of the casualty is informed without undue delay. Where there has been a significant head injury parents / carers will ALWAYS be informed.

4.5 An up to date list of all first aid qualified personnel and their locations will be kept in the medical room and each of these members of staff will have access to an adequate first aid kit.

## **5. Minor First Aid – Medical Treatment – Accident Book**

5.1 Minor first aid requirements will be cleared through the Medical Room (Blackminster) or main office (Pebworth) where an appropriate entry will be made in the Accident Book/Scholarpack if necessary. Anyone requiring first aid should report to reception and a first aider will be called. Students must not go directly to the medical room.

5.2 Medicines or drugs for the use of students are banned from the school unless:

- a. In special cases the Headteacher may authorise certain students to retain particular medicines for their own regular or emergency use OR
- b. The medicine has been deposited with the Medical Room with an appropriate letter from the student's parent/carer.

5.3 The school Accident Book/Scholarpack report will be inspected at the end of each month by the Headteacher and Staff i/c first aid and signed to indicate that this has been done.

## **6. Co-ordination**

6.1 Co-ordination of the school's Health and Safety Policy will be through normal established line management channels.

## **7. Safety Procedures**

7.1 All staff should follow the safety procedures associated with the activity in which they are engaged. Where there is no specific procedure the rules of caution and good sense will prevail.

7.2 The main subject procedures are itemised in the Departmental Health and Safety Statement (which will be attached to this document as an appendix). In following these procedures staff will seek to ensure their own safety and that of the students and other users of the premises in line with item 3.1 above.

7.3 Staff will, therefore, wish to ensure to the best of their ability, at the start of each day or lesson as appropriate, that the area and equipment they are about to use is safe and designed for the purpose to which it is to be put, in line with 7.1 and 7.2 above.

- 7.4 Safety checks of all machines, equipment, installations, buildings etc. will be carried out by the designated person as required.
- 7.5 Staff must be aware of the particular requirements of any disabled person on the school premises.
- 7.6 Heavy or awkward items must be moved in an appropriate way.
- 7.7 Steps should be used when stacking or taking things down from the shelves and steps or stepladders used to access shelving etc.
- 7.8 Staff may only wire electrical plugs if they have gained the appropriate qualification to do so.

## **8. Fire Safety (further details in the Fire Safety Policy)**

- 8.1 Rules concerning the action to be taken in the event of fire exist for both staff and students and are on display in every room. Staff should make themselves aware of these rules and ensure that students are adequately informed of them. These rules and associated maps are attached to this policy.
- 8.2 Fire Exits are to be kept clear at all times and must not be locked or propped open. Emergency Exit signs and lighting are to be kept in working order; regular checks should be made to ensure this.
- 8.3 Damaged fire information posters are to be replaced as soon as possible and all Corridors are to be marked with directional arrows showing the direction to the nearest fire exit.
- 8.4 As soon as the school has been evacuated for any reason a roll call should take place to identify persons who may be missing. The results of the roll call should be co-ordinated through Tutors and Heads of Year who will inform the Headteacher and emergency services as appropriate.

## **9. Smoke Alarms**

- 9.1 Where fitted, the activation of a smoke alarm should be assumed to indicate a real fire and the actions indicated in this policy should be taken immediately, unless an obvious cause of a false alarm is instantly visible.
- 9.2 Smoke alarms, where fitted, are not to be deliberately disabled at any time and are to be checked at regular intervals by a suitably qualified person.

## **10. Vehicles**

- 10.1 Mechanically propelled vehicles are to be brought on to the school premises only to:
- Enter and exit car parking facilities.
  - Facilitate loading and unloading.
  - Assist contractors who are working on the school site (e.g. building and ground maintenance work).
- 10.2 All vehicles on the school premises are to keep within a speed limit of 5 m.p.h.
- 10.3 Students are not to bring any mechanically propelled vehicle within the school premises without the authority of the Headteacher.

## **11. Bicycles / non-mechanical scooters**

11.1 Bicycles/scooters may be used to come to and go home from school, but where they are used they should be taken directly to an authorised storage place and from the authorised storage place to the exit. They should not be ridden at other times during the day without the permission of a staff member. Cycle riders are encouraged to pursue a cycling proficiency course, and should be encouraged to wear a cycle helmet at all times.

## **12. Machinery and Equipment**

12.1 The responsibility for the maintenance and inspection of machinery shall lie initially with that member of staff who is most closely associated with its use. This initial responsibility is limited to providing reasonable day to day care (e.g. oiling of moving parts and simple adjustments) and to the reporting of developing faults as they become apparent.

12.2 More specialised maintenance and inspection will take place either:

- a. According to the contractual arrangements made by the school for the machinery or equipment in question OR
- b. According to such arrangements as the staff in charge of the machinery shall, in consultation with the Headteacher conclude, provided that such attention shall not normally occur at intervals greater than one year and, if applicable, in accordance with 7.4 above.

12.3 On no account shall any equipment be used, or continue to be used if it appears to be dangerous, or unable to safely carry out the functions for which it was designed.

All machinery or equipment, electrical or mechanical, which is, or appears to be, defective should be turned off immediately and removed from its normal place of use if practicable. In all cases the equipment or machinery should be disabled (power disconnected –part removed etc.) and the item clearly marked as unserviceable until repaired by a qualified person.

12.4 On no account shall any equipment be put to use for which it was not designed, without taking appropriate advice from the manufacturer or supplier.

12.5 No one may bring mains operated electrical equipment in to school without the express permission of the Headteacher. Any item brought into school must be PAT tested by the school's technician/Site Manager and labelled accordingly before it is used in school.

12.6 Machinery or equipment of any kind may only be installed, used or its use supervised by qualified persons. New machinery or equipment shall be tested prior to use by a designated tester.

## **13. Contractors**

13.1 All contractors working on the school premises, including those with on-going contracts (cleaners, catering, ground maintenance staff, building contractors etc.) must work within The school's Health and Safety Policy and, where they have an on-going contract, provide a 4<sup>th</sup> Tier Health and Safety Statement for their areas of responsibility and employees, which will be attached to this school policy document as an appendix. The Headteacher must approve contractor's working procedures.

13.2 All contractors, whilst working within the school buildings or grounds, are required to have Third Party and Public Liability insurance suitable for the work they are undertaking; and are further required to safeguard the fabric of the school, its staff, users and visitors, in

so far as it is reasonably practicable, from any damage, injury or harm (by fencing off scaffolding, holes, trenches and other areas of potential danger etc., by disabling equipment and machinery not in use etc., and by erecting suitable warning signs and barriers etc.).

133 Contractors on site will liaise with the Business Manager or Site Manager concerning their working practices.

134 Contractors should provide method statements when requested prior to the carrying out of work.

#### **14. Visitors**

141 All visitors are to report on arrival to Reception where they will sign in and be issued with a visitor's badge. On leaving the school they will return the badge to Reception and sign out in the Visitors Book. Anyone seen without a badge will be challenged.

142 In case of the school being evacuated, the office staff will take the Visitors Book with them to the collection point to enable a check on the location and well-being of school visitors to be made.

#### **15. Students – items banned from school**

151 In order to ensure the health and safety of students and staff, students are banned from bringing certain items to school. This list is revised from time to time by the Headteacher and SLT; a member of staff who feels that an item should be added to, or deleted from the list should liaise with a member of the SLT or Headteacher.

- a. Knives and Guns of any type or size
- b. Catapults
- c. Fireworks
- d. Cigarettes or Tobacco
- e. Lighters and Matches
- f. Solvent-based Glues, Correcting Fluids (Tippex etc.) or any Aerosol
- g. Electrical apparatus (mains driven)
- h. Drugs or Medicine (see 11 above)
- i. Jewellery (beyond that specified in the uniform list)
- j. Alcohol

(Note: Other items may be banned for non-health and safety reasons by the school rules)

#### **16. Students going off site**

161 Students are required to stay on the school premises at lunchtime. If the need to leave school arises students sign out at Reception after obtaining permission from their Head of Year, Headteacher or a member of SLT.

162 When students leave the school premises (with or without a teacher) during a normal working day, an accurate list must be left with Reception.

#### **17. Senior Leadership Team**

17.1 The Headteacher and SLT will make periodic checks of the school premises in order to assess the school's health and safety position, that the school's Health and Safety Policy is being

complied with, to assist with statutory assessments and inspections that may be required from time to time and to give health and safety advice.

## **18. Deputising**

18.1 Notwithstanding anything written in Items 1-17 above, where the Headteacher is not available, the Assistant Headteachers, another member of the SLT or other authorised person may deputise for them. Informing the Headteacher of the occurrence and action taken as soon as possible.

## **19. Training**

19.1 Blackminster Middle and Pebworth First School's In-Service Training provision aims to incorporate up to date training on all aspects of Health and Safety At Work for both staff and governors.

## **20. Intruders/risk of violence**

20.1 The schools are fully alarmed so any unauthorised entry to the buildings out of hours will set off the alarm and alert the caretaker/residents accordingly.

20.2 Do not move around the site after dark on your own.

20.3 During the school day, any visitors to the school will be issued with a visitor's badge; therefore be vigilant. If you see someone on the site without a BMS/PFS badge (or legitimate other form of identity) then this person should be reported to reception immediately and possibly escorted off the site.

20.4 Any such action can be reinforced by reference to CCTV cameras if installed (at the moment this is not the case at PFS) and the police, if necessary.

20.5 Try and avoid investigating an intruder on your own; ask a colleague to accompany you who can provide support if needed. Ask reception to call the police if appropriate.

20.6 Avoid confrontation and, if an individual seems agitated, talk to them calmly and try to encourage them to accompany you to an area where there are other people who will be able to help you.

20.7 Any such serious incidence should be reported to the SLT and to SHE UNIT at WCC if appropriate.

## **Classroom Based Lessons**

Under the Health and Safety at Work Act 1974, it is an employer's duty to provide a safe and healthy working environment "so far as is reasonably practical". Members of each department/school should be familiar with the names of the following people who may need to be contacted regarding health and safety issues :

Headteacher: Ms Linda McQuone (ultimately responsible for Health and Safety in School).

School Business Manager: Mrs Fiona Bolton

## **Classroom Procedures**

### **General Principles**

All staff share the responsibility for maintaining a safe and healthy working environment for students and colleagues. The Head of Department/School must be informed of any hazard as soon as it is detected.

### **Classrooms**

- Students should be supervised at all times and staff should ensure that they do nothing that may cause harm to themselves or others.
- Risk assessments should be made before carrying out any activity.
- Staff must report any hazard as soon as it is detected.
- If a hazard is identified, staff should attempt to make the area safe as long as there is no risk to the health or safety of staff or students.  
If nothing can be done to eliminate a problem that could threaten the health and safety of people, then all personnel should be moved well clear of the area. If this situation does arise people should move quickly and calmly to a safe location.
- During lessons bags and coats should be kept safely out of the way.

## **General Health and Safety Rules**

### **Fire**

- All staff must be familiar with, and follow school procedures contained in the Fire Safety Policy in the case of a fire.
- All staff must ensure that their teaching room has a current fire notice.

### **Doors and Doorways**

- Should be kept clear of furniture or obstructions.
- Have no loose or broken hinges.
- Have no damaged or sticking catches.
- Have no broken glass or broken wooden panels (broken glass should be replaced as quickly as is practicable).
- Have no loose or stiff handles.
- Doors should not be allowed to swing freely without restraint.
- Doors which are Fire Doors should never be locked or propped open.

### **Corridors**

- Should not be obstructed.

### **Floors**

- Should be in good condition and dry with no loose carpet, tiles or lino.
- Any spillages should be immediately wiped up.
- Litter or rubbish should not be allowed to accumulate.

## **Windows**

- Should be in good condition with no broken, cracked or loose panes.
- Should open easily without undue force being applied.
- Should provide adequate ventilation.
- Where necessary a window pole should be available.

## **Heating and Ventilation**

- Heating should be regularly serviced and maintained. The minimum recommended temperature for a classroom is 18°C, but hot and stuffy conditions can lead to stress, inattention and lack of concentration which in turn can lead to accidents.
- With large areas of glass, adequate shading by means of blinds (which should be in full working order) should be provided.
- Fans should be in full working order.
- In cases of extreme temperature, room changes should be requested.

## **Lighting**

Lighting should be adequate for the tasks being undertaken and all light fittings, including switches should be working.

## **Electrical Equipment**

Staff should ensure that:

- plugs are in good condition with no cracks or pieces missing;
- plug screws are secure;
- sockets are in a safe condition;
- leads are not knotted or tangled (especially the TV and video leads);
- leads are the correct length for the equipment used;
- the insulation on leads is not split or frayed ;
- the leads are not trailing or in a position to cause an accident;
- Staff should be made aware of the dangers of using computer screens for long periods of time and should avoid doing and asking students to do so.
- Adjustable chairs should be used when using computers whenever possible. Work/paper holders should be available and used for each computer;
- all electrical equipment is tested regularly and any faults are reported for immediate action. Faults should be reported to the Business Manager/Head of School.

## **Classroom Equipment**

- Staff must keep a check on safety aspects of their classrooms, such as the chairs, tables, other furniture, floor, ceiling, windows and wall fittings.
- Staple guns must not be used by students.
- Care must be taken when using board markers and felt tip pens that may contain toxic substances. Students making use of such equipment should be closely monitored.

## **Furniture**

Staff should check that:

- all cupboards, fixed whiteboards and shelf mountings are secure and stable;

- furniture is positioned safely;
- furniture is not damaged and does not have sharp edges or corners;
- all furniture and equipment is moved using correct lifting technique;
  - students move furniture and equipment in a sensible, safe manner. Students should not move heavy equipment such as OHPs and TVs. Staff should take great care when moving such equipment. Broken furniture should be removed. See the Business or Site Manager/Head of School for help and advice.

### **Overcrowded Classrooms**

Staff should ensure that hazards do not arise as a result of an overcrowded classroom.

### **Fire Safety (further details are contained in the Fire Safety Policy)**

- Be aware of the position of the nearest fire alarms and extinguishers and how to use them should the need arise.
- Evacuation procedures should be clearly displayed in each room. Staff should ensure that students are aware of these procedures and should familiarise themselves with evacuation procedures in other parts of the school in case they are on cover elsewhere.  
In the event of an evacuation (practice or real) staff should instruct students to evacuate the room in silence via the designated route to the assembly point (or in the event of a real fire by the safest route, instruct them to move in silence, and if necessary to crawl along the floor).
- The member of staff should be the last person to leave a room, closing doors and windows.

### **First Aid**

In the event of an accident in the classroom, or any other part of the school grounds, staff should:

- Ensure the immediate safety of individuals involved, sending for help via a student. Do not leave a class or accident victim unattended. Students who are ill and who are sent to the Medical room/main office MUST be accompanied.
- Inform the First Aider who will contact the emergency services if needed. Staff should ideally be aware of emergency first aid procedures to minimise time taken to give treatment.
- Ensure the safety of others present. Do not put anyone at risk, including yourself.
- All accidents should be noted in the Accident Book held by the lead First Aider.
- Be familiar with the names of all first aiders:

### **Students with Specific Medical Conditions**

Staff should be aware of students with specific medical conditions/physical handicaps and be familiar with what to do in the event of an emergency e.g. asthma attack, haemophiliac bleeding, diabetic coma etc.

### **Safety Rules Classrooms**

On entering a room students should:

- Enter in an organised fashion.
- Quickly settle.
- Get organised, making sure bags are on the floor but not blocking gangways or causing an obstruction.

- If required, wait outside, line up sensibly in single file, not causing an obstruction. (If possible, on the top corridor, students should be allowed to enter a room as soon as possible). During lessons students should:
- Not swing on chairs.
- Not operate blinds or open windows unless instructed to or supervised by a member of staff.
- Remain seated and don't "wander" unless required to by the nature of the task being undertaken.
- Not touch or operate electrical equipment without staff permission or supervision.

On leaving a room students should:

- Not move until the teacher says so i.e. not on the bell.
- Stand up behind chairs (put under tables or on tables at the end of the day).
- Leave the room as directed by the teacher

### **Remember**

Accidents can be minimised when students follow the school Code of Conduct and when a class is well controlled.

## **Procedures for Specific Subjects**

### **Art & Design**

Art contributes to Health and Safety education by enabling students to become aware that there are potential hazards to health in the use of certain materials, substances, tools and machines.

In order to minimise risks to both students and staff:

- Information concerning health and safety in schools and art rooms is stored in one folder in the Art room.
- Staff are familiar with the contents of such handbooks, leaflets, DfE memos etc. They aim to be aware of the potential hazards in any activity or situation, point these out to students and make sure that effective precautions are observed
- The department keeps two First Aid boxes and a range of protective clothing.
- All materials are stored safely and are suitably labelled.
- Potential health and safety hazards in respect of cleaning/maintenance/repairs are reported to Fiona Bolton or her assistant/School Leader in writing at once.
- Glass vessels are not used in the Art Block.
- Students do not use power tools.
- Running, 'horseplay' or other actions which could lead to an accident are not permitted in the Art area.
- In the Art area students are supervised by a member of staff at all times.
- 'sharps' bins are provided to keep such materials separate.
- Where used, students will be fully versed in the use of sewing machines and will be supervised.

### **Design & Technology including Food Technology**

The department aims to provide a safe and healthy working environment for all students and staff and ensures as far as possible that they are not exposed to risks to their health and safety. The

department recognises that it has a responsibility to take all reasonable steps to achieve this and the co-operation of staff and students at all levels is expected.

Arrangements will be made for new members of staff to be thoroughly briefed on Health and Safety Policy.

### **Machinery, Plant and Equipment**

1. All new equipment should be examined and checked for compliance to Health and Safety standards before use.
2. Electrical plugs having shrouded pins should only be fitted by a designated person.
3. All electrical equipment should be tested annually by a qualified tester. A sticker on the plug should give the date of approval.
4. All machines in the workshops should be tested annually by a qualified person independent from the school, in addition to an in-house audit.
5. Compressors should be tested annually by a qualified person.
6. Only personnel who are suitably qualified to do so should use the circular saw, planer and band saw if available.
7. Students should only use equipment after proper instruction and whilst supervised.
8. Protective clothing should be used for practical activities and goggles should be worn when using machines, when using pneumatic components or when there is any danger to the eyes. A small quantity of spare aprons should be kept to lend to students in exceptional circumstances. Long hair should be tied back.
9. Care should always be taken when handling hot materials.
10. Proper oven gloves should be used when lifting hot pans, casseroles etc. and suitable trivets used when placing hot items onto working surfaces.
- 11. Only school owned electrical items should be used and these should be clearly identified as belonging to the school. No tools should be lent to other departments or any members of staff - this is department policy.**
12. Only low temperature glue guns may be used by students. Although temperatures used are quite low, students should be aware of the correct procedure to deal with burns should they occur.

### **Dust and Fumes**

1. The dust extractors linked to various machines should be used at all times.
2. The trays and dustbin should be regularly emptied.
3. The dust collecting system should be periodically checked to ensure there is no build up of dust, which could contribute to a fire hazard. Machines should be inspected regularly.
4. Surfaces in the workshops should be dusted down and floors swept regularly.
5. All work surfaces in food preparation rooms should be kept clean.

### **Toxic Substances**

1. No substance should be kept in an unidentified container.
2. All glues and solvents and other inflammable substances should be kept in a fire cupboard, which should be locked when not in use.
3. Masks and gloves should be used where appropriate.

## **Welding**

It is important that all gas bottles should be turned off and the pipes vented at least at the end of each day. Only persons qualified in the use of oxy/acetylene equipment should be allowed to use same.

## **Power**

All key operated power switches should be turned off and keys removed when rooms are not in use.

## **First Aid**

1. Although simple first aid materials are held within the various departmental rooms, these are for minor cuts etc. only. Blue plasters for food preparation areas.
2. It is important that all students should realise that burns from any source should be treated immediately by putting the affected area into cold water.
3. Accidents should be reported to the Medical Room/main office and the appropriate accident form completed.

## **Fire Precautions**

1. Details of actions to be taken when a fire is discovered should be displayed in each area.
  2. Suitable fire fighting appliances and blankets should be available in all work areas.
- All personnel new to the department must be made fully aware of the department's policy and their responsibilities.

The Head of each Curriculum Area will ensure that this is done.

## **Drama Productions and Use of School Hall**

Arrangements will be made for new members of staff to be thoroughly briefed on Health and Safety Policy.

### **1. General Principles**

All staff are expected to familiarise themselves with the health and safety aspects of their work. New staff must be briefed fully on the departmental H&S policy. All staff have a responsibility to:

- a) Take reasonable care of their own health and safety and that of any other persons who may be affected by their acts or missions at work;
- b) Follow agreed working practices and safety procedures; (e.g. daily class inspection before use)
- c) Report any incident, near miss incidents of violence, including verbal abuse, or any hazard;
- d) Ensure health and safety equipment is not misused or interfered with.

### **2. Safety**

- a) The safety of students must be a priority at all times
- b) Students should be supervised in the teaching space at all times
- c) Students must NOT be allowed into a drama space without supervision. Unsupervised use of any lighting/staging equipment is forbidden

- d) Classroom and lighting cupboards must be locked when not in use
- e) Students must be made aware of the need for safe behaviour in Drama spaces
- f) Due regard must be made for the age, ability and size when planning activities, stage fighting should not be taught until Y8 (teachers should use their professional judgement on this)
- g) Staff should not attempt to fix electrical equipment, including changing a mains fuse or plug unless qualified to do so.

### **Procedures 1. Hall**

- a) Students should be supervised at all times and staff should ensure that they do nothing that may cause harm to themselves or others.
- b) Risk assessments should be made before carrying out any activity.
- c) Staff must report any hazard as soon as it is detected.
- d) If a hazard is identified, staff should attempt to make the area safe as long as there is no risk to the health or safety of staff or students.
- e) If nothing can be done to eliminate a problem that could threaten the health and safety of people, then all personnel should be moved well clear of the area. If this situation does arise people should move quickly and calmly to a safe location.
- f) During lessons bags and coats should be kept safely out of the way.

### **2. Equipment**

- a) Staff must keep a check on safety aspects such as the chairs, tables, other furniture, floor, ceiling, windows and wall fittings.
- b) Staple guns must not be used by students.
- c) Care should be taken when lifting heavy objects e.g. packs of paper, books, tables, chairs and any other equipment; especially when taking things down from walls or scenery / sets. Tables should always be carried by two people.
- d) Care must be taken when using board markers and felt tip pens that may contain toxic substances. Students making use of such equipment should be closely monitored.

### **3. Electrical Equipment**

- a) Staff must check all electrical equipment for obvious damage before use.
- b) Any faulty equipment must be taken out of use and reported to the Head of Department for action. Staff should not attempt repairs of any sort. This must be left to a qualified electrician.
- c) All electrical leads must be wound away safely and should not be left trailing dangerously.
- d) Students should not move heavy equipment such as OHPs and TVs. Staff should take great care when moving such equipment.
- e) If using headphones students should be warned of the dangers of their use beforehand. The volume should be turned to a minimum when they are turned on.
- f) Staff in charge of an event should ensure that members of an audience are situated safely away from any electrical risks.

#### **4. Fire**

- a) All staff must be familiar with and follow school procedures in the case of a fire.
- b) All staff must ensure that their teaching room has a current fire notice.
- c) Staff in charge of an event should ensure that members of an audience are familiar with exit routes and procedures.

#### **5. Accident Procedure**

- a) In the case of an accident, seek the immediate assistance of a colleague and inform the member of staff in charge as soon as possible.
- b) If first aid is needed, students should be sent to the Medical Room (Blackminster) or Main office (Pebworth).
- c) Accidents must be recorded in the Accident Book (which is kept in the medical room) at Blackminster or on Scholarpack at Pebworth by the supervising member of staff as soon as possible after the accident. If a teacher deals with an accident at which no member of staff is present, then they should fill in the report.

Care must be taken to ensure the correct extinguishers are used for any fire, with particular regard to possible electrical fires.

#### **6. Lighting**

- a) **Dimmer racks** – Work with the electricity for dimmer isolated (red switches to the left of the racks)
- b) **Lanterns** – Handle with care!  
Heavy and hot when in use or just after.  
Bulbs are very delicate; the casing is not made of glass, but quartz. This will absorb moisture from the skin and then will blow when lantern is turned on. Students must NEVER be permitted to touch the lighting rig, lanterns or desk.

#### **7. Working at height**

Staff should only use the escalader / step ladders after receiving full training. Students are not permitted to climb the escalader / step ladders.

#### **8. Educational Visits**

Staff must be familiar with school policy on planning Education Visits and complete all necessary paperwork. Steve Beavan at Blackminster and Neil Champs at Pebworth should be involved at regular intervals in the planning and organisation of the visit and each may deputise for the other in the case of one of them being absent.

Staff must be aware of the school's critical incident plan and ensure that the necessary precautions are taken when planning an educational visit

Registers must be taken at regular intervals to ensure students stay with the party.

A first aid kit should be taken on all EVs

Students should remain within the theatre grounds on theatre trips.

#### **Supervision of Fieldwork / Field trips**

- a) Staff must be familiar with departmental policy regarding the planning of fieldwork

visits.

- b. Registers must be taken as often as necessary to ensure that all students remain within the party.
- c. A first aid kit should be taken on all fieldwork activities away from the immediate environment of the school.
- d. In safe circumstances small groups of students may work out of the immediate sight of the teacher for a given period, but staff must make every effort to visit such groups frequently and insist on a rendezvous time and place. Students must never go off alone.
- e. In circumstances which could be regarded as remotely hazardous (e.g. near water, cliff tops etc.) students must always be under direct supervision.

More information about Health and Safety at Work can be found in the School Health and Safety Policy in your Staff Handbook.

## **Physical Education**

This policy supplements the whole school Health and Safety Policy.

Members of staff should be aware of, and within their subjects, comply with the written statement or policies which are found as appendices to the main policy:

COSHH Statement	Appendix I
Accident Reports	Appendix II
Fire	Appendix III
Fieldwork Guidelines	Appendix iv
Computers	Appendix IV
Minibus Safety	Appendix IV

1. Students' safety should be a priority at all times.
2. Students should be supervised entering and leaving the buildings and in the changing rooms at all times.
3. Students must NOT be allowed into a working area (gym / hall) unattended AT ANY TIME. Unsupervised use of any P. E. equipment is not allowed.
4. Students should be supervised in the getting out / putting away of heavy or awkward equipment and only be expected to lift or carry equipment in relation to their physical development.
5. All equipment stores should be locked when not in use.
6. In throwing events, ALL STUDENTS MUST BE SITUATED WELL BEHIND THE THROWER.
7. Equipment MUST be counted in AND out so that equipment is not left out on the field or available to be used unsupervised. All students must be shown how to carry and use equipment safely.
8. Safe exercise should be used -for more details there is a book within the Department called "Safe Practice in PE and Sport" (AfPE). All teachers should become familiar with this document.
9. In contact sports, due regard must be taken of the size and ability of students. Careful grouping should be used to ensure that inequalities are minimised -thus reducing the risk of accidents.
10. Trampolines MUST only be used by qualified coaches and supervised AT ALL TIMES.
11. Where needed, appropriate safety equipment should be used for the relevant sport.

12. Sporting fixtures should take place with due regard for Health and Safety and, where possible, a qualified first aider should attend and access to a telephone should always be available in case of serious injury.
13. All staff must be familiar with the NORMAL OPERATING PROCEDURE (N.O.P.) and EMERGENCY ACTION PLAN (E.A.P.) with regard to the use of any swimming pools.
14. All personnel new to the department must be made fully aware of the Department's policy and their responsibilities.  
The Head of Department will ensure that this is done.
15. When using other facilities teachers are expected to take a mobile phone with them, in case of an emergency.
16. When travelling away on fixtures a contact name and number must be available along with student details, which are to be kept in the department.
17. When using a cricket ball students must be provided with a cricket helmet and pads and these must be worn.
18. When taking part in rugby students are strongly recommended by the RFU to wear mouth guards.
19. Rugby posts should always be protected with the appropriate post protector pads.

## **Science**

COSHH Statement	Appendix I
Accident Reports	Appendix II
Fire	Appendix III
Fieldwork Guidelines	Appendix iv
Computers	Appendix IV

### **1. Introduction**

This Science Department Health and Safety Policy should be read in conjunction with the employer's general Health and Safety Policy and, where separate, the detailed arrangements for implementing that policy in this school.

### **2. General Aims**

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

- a) To take reasonable care for the health and safety of themselves and other persons who may be affected by their acts / omissions during work;
- b) To be familiar with this health and safety policy by periodic reference to it;
- c) To look out for any revisions;
- d) To follow its provisions, and
- e) To cooperate with other members of staff in promoting health and safety.

### **3. Duties and Functions or Tasks**

The employer, Blackminster Middle School/ Pebworth First School has the ultimate duty to ensure the health and safety of employees and others on the site.

The task of overseeing health and safety on this site has been delegated by the employer to the Headteacher.

#### 4. Risk Assessment

Every employer is required under various regulations<sup>1</sup> to supply employees with a Risk Assessment before any hazardous activity takes place. (Hazardous activities, common in science departments, are listed in the publications described in Appendix 2. Because it is impracticable for the employer to write risk assessments for each of the many activities in school science, this employer follows the HSC recommendation departments adapt to their local circumstances.

#### 5. Equipment and resources

- a) **Fume Cupboards** - The COSHH Regulations 2002 require the regular testing of fume cupboards (maximum interval 14 months) with a quick check before use. The Head of Science has the function of seeing that this happens.
- b) **Electrical Testing** – To meet the requirements of the Electricity at Work Regulations 1989, this employer requires portable electrical equipment to be inspected and tested regularly. The Head of Science has the function of seeing that this happens within the science department.
- c) **Radioactive Sources** – If ever used in school, The History of the Radioactive Sources (i.e., authority to purchase, record of delivery, details of event in the life of the source and eventual certificate showing method of disposal) would be kept in the Prep room with a copy in the school office.  
The Use Log (showing the times that any sources are removed from and returned to their store) would be kept in the Prep room.
- d) **Pressure Vessels** – Autoclaves, pressure cookers and model steam engines need periodic inspection under the Pressure Systems and Transportable Gas Containers Regulations 2000.
- e) **Animals, plants and microorganisms in schools** – The hazards associated with the use of animals, plants and microorganisms are discussed in texts listed in Appendix 2.
- f) **Equipment safety** – All staff selecting equipment for purchase will check that it is safe and suitable for the intended purpose (to comply with the *Provision and Use of Work Equipment Regulations 1998*). Any user who discovers a hazardous defect in an item of equipment must report it to the Science Technician.
- g) **Personal protective equipment** – The employer accepts the duty to provide eye protection, gloves and laboratory coats for employees where the risk assessment requires them (*Personal Protective Equipment at Work Regulations 1992*).
- h) **Chemicals** – Offers of gifts of chemicals are viewed with extreme caution to ensure that stocks are not increased unduly and that no unwanted chemicals are included. The task of arranging safe storage of chemicals, including highly-flammable liquids, is given to the Science Technician who will see that labels are readable and that a soil kit is to hand and properly replenished.
- i) **Manual handling** – All regular operations involving lifting or carrying equipment, pushing trolley, etc will be assessed to see if any may give rise to risks of injury (*Manual Handling*

*Operations Regulations 1992 as amended 2002*) by a team consisting of the Head of Science and the Headteacher/Business Manager.

- j) **Security** – Access to laboratories and preparation rooms will be controlled to comply with the *Management of Health & Safety at Work Regulations 1999*. Ideally, all laboratories, preparation rooms and store room should be kept locked at all times except when in use. All prep rooms and store rooms are clearly labelled “No entry for students”.
- k) **Concerns for others** – All science areas are made safe for cleaners or contractors to work in before these persons are allowed to proceed.
- l) **Outdoor activities** – When planning any field trips etc, staff consult one or more of the following: the employer’s code of practice, the CLEAPSS Laboratory Handbook, the Head of Science
- m) **Local Code of Practice** – Staff will follow instructions from the employer, whether temporary or long term as expressed in the employer’s Code of Practice. Copies of temporary instructions are attached to this policy in Appendix 7 as are recently-rescinded (lifted) instructions.

## 6. Emergency procedures

- a) **Fire** – Science staff will follow the normal school procedures in case of major fires. All science staff are to be trained to deal with minor bench fires, clothing fires and hair fires.
- b) **Spills** – Spills of any volume which do not give rise to significant quantities of toxic or highly-flammable fumes (‘minor spills’) are dealt with by teachers or technical staff using a ‘spill kit’ prepared for this purpose.
- c) **Injury** – Science staff will follow the normal school procedures in cases which require first aid. They will carry out immediate remedial measures, while waiting for first aiders, after the accidents which occur in science.
- d) **Reporting procedures** – Dangerous occurrences, injuries or suspected injuries to a student or a member of staff and instances of damage or theft will be reported using the standard school procedures.

## 7. Science department rules

The Guideline for Science Staff are contained in Appendix 11 and the Rules for Students.

## 8. Training policy

The person with the task of seeing that training is provided is the Head of Science.

## 9. Communications

It is acknowledged that communication of safety information is of the greatest importance and is the task of the Head of Science with the assistance of the Science Technician.

## 10. Monitoring

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

### **Rules for students during science lessons**

1. You must not enter a laboratory unless instructed to do so by a teacher.
2. Always walk carefully around the laboratory.
3. You must not do anything with equipment or material unless told to do so by a teacher. You must follow instructions precisely.
4. You must wear eye protection when told to do so and keep it on until told to take it off when all practical work, including clearing away, is finished.
5. When instructed to use a Bunsen burner, make sure that hair, scarves, ties etc are tied back or tucked in to keep them well away from the flame.
6. When working with liquids, normally stand up; then you can move out of the way quickly if there is a spill.
7. Never taste anything or put anything in your mouth when in the laboratory unless your teacher tells you do to so. This includes sweets, fingers and pencils which might have picked up dangerous chemicals from the bench.
8. If small amounts of chemicals or microbiological cultures get on your hands or any other part of the body, wash them off. Wash your hands after work with chemicals or with animal or vegetable matter.
9. Put waste solids in the correct bin, never in the sink.
10. Report any accident to the teacher. This includes burns or cuts and chemicals in the mouth, the eyes or on the skin.
11. Keep your bench clean and tidy, with bags put in a place where people will not trip over them. Wipe up small splashes with a damp cloth and report bigger ones to the teacher.

The full H&S policy can be found in the Science Department.

## **APPENDIX I**

### **COSHH STATEMENT**

1. In accordance with the school Health & Safety Policy Statement and current legislation, every Department must carry out a risk assessment on all hazardous or potentially hazardous substances, including all aspects of use, storage and disposal.
2. Substances include:
  - a. Washing materials
  - b. Cleaning fluids
  - c. Chemicals
  - d. Dyes
  - a. Glazes
  - b. Glues
  - c. Correcting fluids and Toners.
  - d. Paints and petrochemical/spirit based substances.
  - e. Other dusts, powders and residues etc.

(This list is not definitive, take advice if you are unsure).

3. On no account are any of the above to be disposed of or used, unless the person using the substance or supervising its use or disposal is fully aware of the requirements or safety procedures for its use or disposal and their own personal responsibilities.
4. In all cases of doubt, staff should always seek the advice of the School Health & Safety Representative or the WCC Health & Safety Manager.

Signed: \_\_\_\_\_ (Headteacher)

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

Date: \_\_\_\_\_

**Further details and explanations for Appendix II are contained in  
the Fire Safety Policy**

**APPENDIX II FIRE DRILL ARRANGEMENTS**

**September 2017**

**ACTION IN CASE OF FIRE**

Details will be found on the notices inside each room.

Tutors/Heads of Department/Head of School are responsible for ensuring that details are posted  
**ALONGSIDE THE EXIT DOOR.**

**FIRE ASSEMBLY POINT**

At BMS, all students and staff will assemble on the yard at the front of the school.

At PFS, all students and staff will assemble on the playground at the front of the school.

## **Appendix III**

### **CROSS AND EXTRACURRICULAR POLICIES**

#### **Work Experience / Go to work with a parent scheme – BMS Year 8 only.**

1. Worcestershire guidelines for the placement of students on work experience are followed.
2. Employers must have:
  - a. Public Liability Insurance
  - b. A Health and Safety Policy – and sign a form to confirm this.
3. Students and parents must sign an insurance form or the student is not permitted to go on a placement.
4. The aim is that all placements are visited by a member of staff either prior to or during the work experience where possible. Our aim is that all students are visited by a member of staff during the placement within the resources available.
5. If there are any concerns over the health or the safety of a student when visited, then the employer would be asked to rectify the situation immediately or the student immediately removed from the placement.
6. All students are issued with general health and safety guidelines, which are discussed with them prior to placement.
7. Guidance notes are issued to work experience employers which detail expectations, including those relating to health and safety.
8. Students asked to comment on Health and Safety in evaluation.

#### **WORK EXPERIENCE – HEALTH AND SAFETY Guidance Notes For Employers**

At the interview at the start of a placement, employers should go through the Health and Safety guidelines with students.

The aim of the work is to give the student an insight into the world of work, about the organisation of business and commerce and witness at first hand the disciplines of the work place. Employers will be expected to provide an appropriate supervisor. Employers taking part must be currently insured against liabilities to Third Parties. It is suggested that employers notify their insurance companies that they are involved in work experience placements.

Students should attend a preliminary interview to negotiate the overall structure of the programme and the work tasks to be undertaken. Also to be discussed at the interview are the standards of student presentation and conduct expected by the company, times for reporting and finishing work, lunch arrangements etc. A Work Experience Booklet is issued to each student within which general information and details be recorded.

During the placements, students are expected to gain an overview of the company and its organisation.

**Some brief guidelines for possible activities at workplace.**

- 1) Work alongside and shadow members of staff and observe and document their everyday tasks.
- 2) Record their own observation, personal achievements and difficulties.
- 3) Encourage problem-solving in the work place, identify a task / problem. Set student to observe, research, record data and present results and solutions.
- 4) Students will obviously have particular subject areas which they like at school, perhaps these might be in programmes of work i.e. Technology, Art, Languages. Students will be encouraged to include these details on their Employer Information (CV) and at their interviews.

Towards the end of the placement the student should request that the Employer's Assessment Sheet in the Work Experience Booklet is completed by their immediate supervisor.

Students consider H&S issues during preparation activities prior to Work Experience and are fully briefed on potential risks.

Access to current health and safety guidance can be found at:

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

### **MIND HOW YOU GO (HEALTH AND SAFETY) – STUDENT GUIDANCE Introduction**

Going to work for the first time can be exciting and a bit strange. It can sometimes be dangerous. This is true whether you work in a factory, in an office, on a farm or on a building site. Fortunately, most dangers are recognisable and can be avoided.

Your work experience/'Go to Work with a Parent' placement will have its own safety rules- perhaps in a booklet or on a notice board. Some you will be told in an induction session on your first day. Make sure you listen to what you are told and OBEY THEM. Tasks

- 1) Look around the classroom you are in and list 6 possible hazards. Remember, hazards are not always obvious.
- 2) Could you produce a set of rules for a workplace under the following headings; tidiness – protective clothing – machinery – moving objects about.  
Would you introduce any new safety rules for this school? Have you noticed any areas in school which you consider are dangerous?
- 3) Role play could be based on a fire simulation or an accident at work.

### **IN YOUR WORK EXPERIENCE BOOKLET YOU WILL BE EXPECTED TO COMMENT ON THE HEALTH AND SAFETY ASPECTS OF YOUR WORKPLACE – BE AWARE!**

Here is some information about the Health and Safety Act

- 1) Employers must see their premises are safe and are not a health risk.
- 2) Every workplace must have a recognised Health and Safety Officer.
- 3) Workers and employers must be aware of the need for a high standard of safety.

#### **Duties of the Employer**

- a) All work areas must be kept clean and tidy with lavatory and washing facilities in easy reach.
- b) Work areas must be well lit and floor, stairs and passageways safe.
- c) Fire alarms must be tested regularly and fire exits clear.

- d) Machinery must be guarded, engines safe and care taken with cranes and lifts.
- e) There must be good first aid facilities and accidents reported.
- f) Information, instruction and training on Health and Safety should be provided to all workers.

## APPENDIX IV

### MINIBUS SAFETY

No one may use the minibus to convey students without having first passed a WCC Approved Minibus test. Details of the testing procedure may be obtained from the Business Manager. The minibus must be maintained regularly. The responsibility for this lies with the Site Manager. Road tax must be up to date. The responsibility for this lies with the Site Manager through the Business Manager.

The MOT certificate must be current and available on request from the office. The responsibility for this lies with the Site Manager through the Business Manager.

All drivers should make an inspection of the vehicle to ensure road worthiness before using it:

- 1) Lights – should be clean and working.
- 2) Brakes – if in doubt of efficiency DO NOT drive the vehicle.
- 3) Tyres – should be in good condition and correctly inflated.
- 4) Doors – should be closed properly
- 4) Seatbelts – ensure that students wear seatbelts.
- 5) For convenience to other drivers, please leave the vehicle with at least ¼ tank of fuel.
- 6) Please leave the vehicle in clean condition and report any damage and concerns to the Site Manager in person.
- 7) Return keys promptly to the office
- 8) Passengers must wear a seatbelt.

The stated number of passengers must not be exceeded.

If an evening trip is envisaged after a school day, due consideration of the workload of the teacher must be undertaken. Cover may be sought for afternoon lessons.

#### Safety

The safety of the occupants of the minibus and of other road users should be the primary concern of the driver and others responsible for the vehicle.

Drinking any amount of alcohol, even within the legal limits, affects a person's ability to drive. The driver must not / have not consume(d) alcohol.

It is illegal to drive whilst under the influence of drugs, certain medication or with defined medical conditions.

It is illegal to smoke whilst driving PSV. It is County policy not to allow smoking on vehicles at any time.

Whilst the vehicle is in use:

- a) All doors must be unlocked to ensure safe exit in emergency.
- b) You must be able to see through all the windows
- c) All gangways must be kept clear of luggage and other obstructions.
- d) Switch off the engine whilst refuelling or leaving the vehicle.
- e) Do not talk to the passengers whilst driving.

All other legal requirements must be complied with e.g. seatbelts must be worn. **Speed**

The vehicle is subject to prevailing speed limits but must in any case not exceed:

50 mph	Roads other than dual carriageways and motorways
60 mph	Dual carriageways
70 mph	Motorways

**The Driver**

IF THERE IS ANY DOUBT WHATSOEVER ABOUT THE ROAD WORTHINESS OF THE MINIBUS THEN IT MUST NOT BE USED UNTIL THE DEFECT IS EITHER RECTIFIED OR EXPERT ADVICE SOUGHT. THE POSTPONEMENT OR ABANDONMENT OF A JOURNEY IS A BETTER OPTION THAN AN ACCIDENT OR PROSECUTION.

## APPENDIX V

### HEALTH AND SAFETY – FIELDWORK GUIDELINES

#### Planning

- 1) First decide what the purpose is of any proposed fieldwork or visit and which students are to be involved.
- 2) Discuss with Head of Department your proposals regarding purpose, suggested location, itinerary etc.
- 3) Check the school calendar to find a suitable date and time for the visit and fill in Change of Routine (CoR) form. Decide which members of staff will be involved in the visits so that the necessary cover can be arranged. Ensure that you check the County Guidelines on Educational Visits and School journeys for details of insurance, supervision ratio and any approval requirements. Check with staff that they are available.
- 4) If the school mini-bus is required ensure the mini-bus is booked using the mini-bus calendar.
- 5) If necessary, provisionally book the venue.
- 6) Decide on any necessary policy regarding the students who are to go. Is there a limited number of places? How will selection take place? First come first served; a particular set etc. It is important that if the visit is to be followed up in class that all students have equal access to the visit and any financial contribution is voluntary.
- 7) Calculate the cost of the visit and the estimate cost per student.
- 8) Draft a letter that will be sent to parents regarding the visit. Depending on the type of visit, the following is a list of possible information to be included:
  - Information, in writing, outlining the type of activity to be undertaken, including the names of leaders.
  - Date. Location, times
  - Cost of the visit, if it is an “essential” activity request for voluntary contributions. If optional the actual cost and preferred method of payment.
  - Details of insurance cover.
  - Consent form – to include name of student and tutor group.
  - Medical information.
  - Dietary needs.
  - Supervision arrangements.
  - Clothing / Equipment list.
  - Spending money arrangements.
  - Who should be contacted in case of queries / emergency.
  - Consult with Head of School / Headteacher regarding the letter.

ALL LETTERS TO PARENTS SHOULD BE GIVEN TO THE ADMIN TEAM FOR TYPING AND CHECKING •  
You will need to check and sign the letter.

- 9) Plan for the visit, this should involve an inspection visit and in all cases a Risk Assessment should be carried out to determine how hazards are to be avoided and that the safety of the students is ensured throughout the visit (see the Educational Visits Coordinator if assistance is required). Even if the visit is an annual event opening / closing times may change, entrance fees may alter etc.

- 10) Issue letter to those students involved and arrange for collection of return slips and 11) Make arrangements with the office staff for paying money in.
- 12) In the week prior to the visit, confirm with SLT the proposed arrangements regarding cover and check that there is an entry in the Bulletin.
- 13) Make sure that staff are informed of students who will be involved in the visit, especially any whose lessons are being disrupted. Put up a list of students involved on staffroom notice board in good time before the visit.
- 14) Check that any necessary transport has been booked.
- 15) Ensure that all staff involved in the visit know the arrangements. It may be a good idea to hold a meeting to clarify the purpose of the visit, arrange groupings of students, safety points and any other relevant information.
- 16) Ensure that the office know the itinerary for the visit, especially return times and where students will be dropped off. They will also need a list of the students on the visit in case of any emergency. If you are returning late make sure the site manager knows when the school gates need to be open.
- 17) When on a visit, ensure that the staff: student ratio is adhered to in accordance with County Council guidelines.

Residential Visits and Those Involving Outdoor Activity Centres See Mr. Champs or Mr Beavan for an 'Organiser's Check List'.

- a) An inspection visit should always be carried out.
- b) Parents should always complete Parental Consent forms (sample copies can be obtained from the school office).
- c) The Authority's guidance on staffing ratios should be followed.
- d) At least one of the supervisory adults should be a competent first aider.
- e) Emergency contact details should be left with two appropriate people.
- f) Any Providers should have the following insurance:
  - i. Public Liability, covering claims for negligence.
  - ii. Third Party Liability – copies of current certificates should be requested.
- g) Centre staff competencies are confirmed by possession of Sports National Governing Bodies qualifications where appropriate.
- h) The centre guarantees that:
  - i. Sufficient equipment is used in all activities.
  - ii. That it is appropriate, correctly sized and fit for the purpose intended.
  - iii. That the equipment is regularly checked for condition and that it is safe prior to use.
  - iv. You should obtain in writing the occasions when centre staff will be held responsible for the students and when they expect you to be responsible.
- 18) There are some Walkie talkies for use between staff. If these would be useful please see Mrs. Bolton at least the day before.
- 19) In an emergency staff should contact the school office (BMS: 01386 830311; PFS: 01789 720 726) or the Headteacher's mobile, having phoned for the relevant

Emergency Service using 999 or 112

### **Charging Policy**

**a) Day Visits See**

Charging  
Policy

**b) Residential  
Visits**

See Charging Policy

## **APPENDIX VI**

### **HEALTH AND SAFETY GUIDELINES – COMPUTERS Using Computers**

- 1) Students and staff should not unplug or tamper with any plug socket, either at the rear of the computer or with the network or mains sockets unless authorised to do so by the IT Technician.
- 2) Power sockets should not be switched on or off by students while computer or peripheral is on.
- 3) Computers on desks or tables should not be moved except as directed by the IT Manager. Mobile computer stations should only be moved by staff and then only with all power and network connections off and removed from the wall sockets. Care should be exercised to ensure that network cables are not stressed by such movement.
- 4) Food and drink should never be consumed or brought near computer stations.
- 5) Students should not alter the contrast, brightness or other controls found on the front on monitors. Staff should monitor these settings to minimise excessive or bad display characteristics,
- 6) Students should not be expected or permitted to use a computer system for longer than one hour without a 15 minute break away from the system. This would normally require them to log off and move away from the system.
- 7) Staff should be aware of the needs of users suffering from identified medical conditions that put them at risk when using computers.
- 8) Adequate space should be provided around the work station for users to make use of the system and for ventilation.

Staff should be aware of the current legislation in respect of the use of Video Display devices and how they affect them. Consideration of the implications of these regulations should also be given to all computer users. This information can be found in the main WCC Health and Safety manual (Section 6.8) in the Finance Office and at <http://www.hse.gov.uk/>

## Appendix VII - Menopause

### 1. Aims

This policy aims to:

Make sure that our Federation can support staff affected by the menopause and help them to feel comfortable at work, both when experiencing symptoms and when asking for support and adjustments

Set out how our school will make reasonable adjustments to minimise the risk of the working environment making menopausal symptoms worse for those experiencing them

Minimise menopause-related stigma in our school by educating staff on what it is and the symptoms that staff affected by it might suffer

Provide further resources to help staff, particularly line managers, to support others through difficulties the menopause may cause them

### 2. Definitions

The menopause is a stage of life when a woman\* stops having periods. It typically affects those aged between 45 and 55, when oestrogen (female sex hormones) levels begin to fall. In the UK, the average age to reach the menopause is 51.

Perimenopause is the time of hormonal change leading up to this, when a woman may experience symptoms. Post-menopause is the time beyond menopause.

Early menopause is when a woman's periods stop before the age of 45. It can happen naturally, or as a side effect of some treatments.

For the purpose of this policy, any reference to the menopause shall include perimenopause and early menopause.

\*We acknowledge that while the majority of people affected by the menopause will be women, those who are trans or non-binary may also experience the menopause or menopause-type symptoms. The support outlined in this policy is designed to meet the above aims for all affected colleagues.

#### 2.1 Symptoms

Individuals suffering from the menopause may experience symptoms that cause changes to their emotions and other aspects of their health, some of which may impact them at work.

Menopausal symptoms might include:

Hot flushes, night sweats and palpitations

Difficulty sleeping, insomnia and fatigue

Low mood, anxiety and depression

Headaches and joint and muscle pain

Weakened bladder function and urinary tract infections

Vaginal dryness and reduced sex drive

Problems with memory, confidence and concentration

For some individuals, being at work may make their symptoms worse. For example, if the temperature is too high, this may cause symptoms such as hot flushes, dizziness, discomfort, sweating and heart palpitations.

Symptoms affecting sleep can make it difficult for staff experiencing them to concentrate and stay focused, while low confidence, low mood and anxiety may impact on decision-making and relationships with colleagues.

We acknowledge that the menopause will affect everybody differently – some individuals may experience no symptoms at all, and some may experience a variety. We will adapt our response to staff affected by the menopause on a case-by-case basis.

3. Legislation and guidance Under the Health and Safety at Work Act 1974, employers have a legal duty to ensure the health, safety and welfare of all staff, so far as is reasonably practicable. The Management of Health and Safety at Work Regulations 1999 require that employers make an assessment of the risks to the health and safety of their employees. This requires undertaking general risk assessments, which should include specific risks to the health of staff affected by the menopause. The Equality Act 2010 prohibits discrimination against an individual based on the protected characteristics, which include age, sex and disability. Employers are under a statutory duty to consider whether any 'reasonable adjustments' are required to alleviate any disadvantages staff encounter based on these characteristics. Section 6 of the Equality Act 2010 states that a person has a disability if:

They have a physical or mental impairment, and

The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities

Relating specifically to menopause symptoms:

Many of the aforementioned symptoms would be likely to be classified as a physical and/or mental impairment

'Substantial' means more than minor or trivial

'Long-term' means an impairment if it has lasted for at least 12 months, is likely to last for at least 12 months, or is likely to last for the rest of the life of the person affected

'Day to day activities' are those carried out by most people on a regular basis, and includes but is not limited to: walking, driving, carrying or moving things, being able to concentrate, writing, reading, typing, speaking

Ongoing symptoms linked to the menopause may meet the definition of a disability and where they do, employers will be required to consider whether any reasonable adjustments are required to alleviate any disadvantage.

Any such adjustments will be made on a case-by-case basis and, where appropriate, staff affected by the menopause will be offered a variety of approaches to support them.

#### 4. Roles and responsibilities

##### 4.1 The local authority and governing board

Worcestershire County Council has ultimate responsibility for health and safety matters in the school, but delegates responsibility for the strategic management of such matters to the school's governing board.

The governing board delegates operational matters and day-to-day tasks to the headteacher and staff members.

##### 4.2 Role of senior staff

Senior staff will make reasonable adjustments to the workplace to support staff experiencing the menopause, and to make sure the workplace doesn't make their symptoms worse, by:

Carrying out individual risk assessments to assess working conditions in line with the specific needs of staff affected by the menopause if requested to do so

Monitoring the wellbeing of staff through regular surveys and structured conversations

Providing resources and training opportunities to make sure that all line managers are aware of the menopause, its potential impact on work, and what adjustments may be necessary

Promoting information about and access to external support services

Ensuring good ventilation and air quality throughout the school, leaving doors open where appropriate and ensuring windows can be safely opened

Ensuring regular access to cold drinking water for all staff

Regulating and monitoring the temperature of the school and collecting feedback from staff, as well as ensuring the temperature can be regulated per room as far as possible

Ensuring toilet, washing and sanitary facilities are accessible for staff, and establishing a system that allows for cover for staff to access these facilities where necessary while they are teaching

Providing small desk fans to help staff cool down

Fitting blinds to windows

Ensuring that staff affected by the menopause can speak any member of SLT about their symptoms in confidence, if they do not feel comfortable doing so with their line manager

Senior staff will work to create a culture in the school where staff can talk openly about the menopause by:

Providing information on the menopause in the staff room, e.g. posters and leaflets

Providing training for staff and managers to achieve consistent practice

Considering the use of an occupational health service or employee assistance programme (EAP)

#### 4.3 Role of line managers

Line managers who work with staff who may be affected by the menopause will:

Provide a non-judgemental, empathetic and confidential support system to staff

Appreciate the personal nature of any conversations about the menopause and treat them confidentially and sensitively

Monitor sickness absence, and have support meetings with staff if any patterns emerge

Have regular, informal conversations with staff that they line manage who are affected by the menopause to discuss what support they need, and record any reasonable adjustments that are agreed

Consider flexible working requests in order to accommodate acute symptoms

Allow staff affected by the menopause to take regular breaks from their work if necessary to help manage symptoms

Give swift permission for absence to attend medical appointments

Promote information about and access to external support services

Be sensitive to health issues such as the menopause during the performance management/appraisal process

If necessary, seek advice from HR or occupational health colleagues, or discuss a referral with the staff member to occupational health for further support

#### 4.4 Role of staff members affected by the menopause

We encourage staff who are experiencing menopausal symptoms that are impacting their health and wellbeing at work to:

Share their practical needs to reduce the difficulties the menopause can cause and their preferred coping strategies with their line manager, or with any member of the SLT

Report honestly about their wellbeing and let their line manager or another member of SLT know if the menopause is having an impact on this

Make time in their schedule to visit their GP and other support services

#### 4.5 Role of all staff

All staff are expected to:

Promote health and wellbeing for themselves and others at all times

Treat each other with empathy and respect

Support other members of staff, such as by providing practical assistance or emotional reassurance

Accept and support any adjustments that staff affected by the menopause may be receiving as a result of their symptoms

Report honestly about their wellbeing to their line manager or to another member of SLT

5. Further resources Menopause (NHS) Menopause Matters Menopause: diagnosis and management (National Institute for Health and Care Excellence) The Daisy Network charity Menopause in the Workplace Menopause resources from the CIPD, particularly for: o Line managers o HR staff

#### 6. Monitoring arrangements

This policy will be reviewed biannually by the Headteacher. At every review, it will be approved by the performance sub-committee.

#### 7. Links to other policies

This policy is linked to our:

Staff wellbeing policy

Health and safety policy

Sickness absence policy

Performance management policy

Flexible working policy

Equality policy

# Workplace (Health, Safety and Welfare) Regulations - Guidance for the Education Sector

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## References

**Some useful publications from HSE Books for the education sector**

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### **Introduction**

The Workplace (Health, Safety and Welfare) Regulations 1992 and their associated Approved Code of Practice (ACoP) and guidance (Ref 1) clarify and consolidate existing law. For the first time they establish a consistent set of standards for most workplaces including schools, colleges and universities. They replace earlier legislation, which applied only to factories or offices and introduce some new elements, including requirements relating to windows and rest facilities (in particular dealing with provisions for non-smokers and pregnant and nursing mothers).

The Regulations already apply to new workplaces and modifications. From **1 January 1996** they also apply to existing workplaces.

### **Schools, colleges, universities etc**

The Regulations expand upon the duties placed upon employers and those in control of premises by the Health and Safety at Work etc Act 1974 (Ref 2). Many of the requirements are being explicitly applied to education premises for the first time. They cover, among other things:

- (a) health and safety in the workplace (b)
- welfare facilities for people at work (c)
- maintenance of the workplace.

They apply to all parts of the workplace (e.g. classrooms, offices, laboratories) and also deal with the grounds and common parts of buildings (corridors, stairs, car parks etc). They sit logically with other

premises-related health and safety issues, such as asbestos, legionnaires' disease, building and property maintenance etc. Further information <http://www.hse.gov.uk/>

This leaflet will help employers and managers in the education sector to organise their health and safety priorities by outlining key issues and providing references to sources of further information.

### **What you need to do**

- (a) Look at the key issues identified in this leaflet. Consider the Regulations as they relate to your premises. Pay particular attention to those requirements, which are new. Seek out further information and/or get expert help if necessary;
- (b) Use your overall risk assessment (Management of Health and Safety at Work Regulations 1992) (Ref 3) to establish an action programme to implement the Regulations. This programme will provide an opportunity to revise existing arrangements for workplace maintenance;
- (c) Arrange for sensible prioritisation and implementation timescales. Measure and review performance and then periodically audit the system generally.

### **Key issues**

#### **Maintenance (regulation 5)**

The workplace and the equipment and devices mentioned in these Regulations need to be maintained in an efficient state, in efficient working order, and in good repair. This highlights the importance of systematic maintenance, particularly in those areas where failure could endanger site users.

Buildings, including mobile or temporary classrooms, should be in good repair and services should be in efficient working order.

Introducing proactive building maintenance systems, with identified priority action areas, may be helpful. Where appropriate, a suitable system of maintenance ensures that:

- (a) regular maintenance including (as necessary inspection) testing, adjustment, lubrication and cleaning is carried out at suitable intervals;
- (b) any potentially dangerous defects are remedied and access to defective equipment is prevented in the meantime;
- (c) regular maintenance and remedial work is carried out properly; and
- (d) a suitable record is kept to ensure that the system is properly implemented, and to assist in validating maintenance programmes.

#### **The working environment (regulations 6, 7, 8, 9 and 10)**

These Regulations deal with the physical characteristics of the immediate workplace environment and (in conjunction with the ACoP and guidance) determine minimum standards covering such matters as:

- (a) ventilation
- (b) temperature
- (c) humidity
- (d) lighting
- (e) cleaning
- (f) room dimensions and space.

For most indoor workplaces the combined effect is to establish a need for:

- (a) reasonable comfort

- (b) reasonable cleanliness
- (c) proper illumination
- (d) adequate free space.

The total volume of the room, when empty, divided by the number of people normally working in it should be at least 11 m<sup>3</sup> (measured up to three metres from the floor). This figure does not apply to teaching areas or meeting rooms, kiosks or shelters.

The environmental aspects of the Regulations apply to the workplace, although existing education standards for students' working space, temperature and ventilation etc may be relevant. For example, detailed specifications for lighting and thermal environment are set out in the Department of Education and Science (DFEE) Design Note 17 *Guidelines for environmental design and fuel conservation in education buildings* (Ref 4).

Great care needs to be taken when temporary portable appliances are brought in during extremes of hot or cold weather, particularly in mobile classrooms. Portable gas heaters, for example, can cause fire, explosion and toxic risks and their use as a permanent form of heating is not recommended.

Using extra electrical heaters/ventilators also needs careful monitoring to guard, among other things, against electrical overload.

Redecoration may be required when the internal finishes of a workplace can no longer be kept sufficiently clean.

In some educational workplaces (pottery studios, laboratories, workshops etc) there may be particular health and safety aspects relevant to the cleaning process. These need to be addressed with reference to assessments made under the Control of Substances Hazardous to Health Regulations 1994 (Ref 5).

### **Floors and traffic routes (regulations 12 and 17)**

Educational establishments have to cater for the access, egress and movement of staff, students and visitors either as pedestrians or in vehicles arriving at or leaving the site. Delivery vehicles may also need site access.

For site traffic, routes need to be properly organised to allow for pedestrians and vehicles to circulate safely. The ACoP gives advice regarding the separation of people and vehicles and also pedestrian crossings, loading bays and traffic signs.

Surfaces and floors need to be suitable for their purpose and kept free from hazard or obstruction, which may cause a person to trip or fall. Pay particular attention to:

- (a) holes, bumps or uneven areas
- (b) snow and ice on external walkways
- (c) drainage systems where appropriate
- (d) arrangements for dealing with spillages
- (e) precautions pending repair, e.g. barriers, re-routing etc.

Schools in particular have to accommodate large-scale movements of people often concentrated into short periods of time. Many accidents in the education sector result from slips, trips and falls in main corridors. The number of carpeted areas have tended to increase in recent years, and it is important to ensure that wear and tear does not present trip hazards. Open sides of staircases need to be fenced including an upper rail at least 900 mm high. In schools with open stairwells or open balconies, extra provision may be needed by way of additional guarding and strict supervision to prevent falls over barriers/handrails.

Particular care needs to be taken of everyone who may use or have access to the premises. This may include very young children or people with disabilities.

### Falls and falling objects (regulation 13)

The aim is to prevent people from falling from edges and to prevent objects from falling onto people. The ACoP deals with a variety of such issues, including the provision of fencing or covers, fixed ladders, roof work, stacking and racking and scaffolding. As a guide, secure fencing will always be necessary where someone could fall two metres or more but any risk of falls below that level also needs to be properly assessed. Education employers and those in control of premises will need to consider how to plan roofwork, for example, and access to heights in general (gutter cleaning, drama studio lighting, putting up displays etc).

### Windows, doors, gates and walls (regulations 14, 15, 16 and 18)

The Regulations go into some detail on these facilities. In particular, any door or gate which can be pushed open from either side should allow for a clear view of the area close to both sides. The exact location of any 'viewing panel' needs to take account of the occupants of the building, which may include young children or wheelchair users. It is important to consult the Fire Authority where 'fire doors' are involved.

Windows, and transparent or translucent surfaces in walls, partitions, doors and gates may, in certain locations, pose a risk of injury. Where necessary, for reasons of health or safety, vulnerable areas will need to be identified and unless made up of safety material, be otherwise protected against breakage.

Transparent or translucent areas may also need to be marked or incorporate features to make them apparent, i.e. to stop people bumping into them. The risk will need to be assessed taking into account all relevant factors such as the location of the glazing, the activities taking place nearby, the volume of traffic and pedestrians and any previous incidents. **If there is no significant risk, no further action will be required.** Where the need for action is identified it needs to be tailored to the degree of risk revealed by the assessment. Some suggested actions are:

- (a) Reorganising traffic routes and walkways
- (b) Putting up suitable barriers or screens
- (c) Upgrading the glazing with safety film
- (d) Limiting the area of glazing
- (e) Replacing the glazing with safety material.

Safety material includes transparent or translucent materials which are inherently robust such as polycarbonates; glass which if it breaks, breaks safely (e.g. 'safety glass'); and also annealed glass which is thick enough in relation to its area to be regarded as safe. The ACoP provides further information on appropriate materials. Simple devices for determining glass thickness and type in-situ are now commercially available.

Windows, skylights and ventilators which are provided for the purpose of ventilation need to be capable of opening, closing or adjustment without risk to health and safety. This is particularly important in the case of windows which open into other areas where people may pass, e.g. ground floor windows which open onto school playgrounds. The position of the window when open needs to be considered not only in terms of potential obstruction but also in relation to bodily contact with a glazed area.

Additional controls or devices may be necessary to protect against falls from heights through or out of a window.

Arrangements should be made to ensure that window cleaning can be done safely. This may be by virtue of design, construction or position. Additional features to the building may be necessary to allow for use of window cleaning equipment, e.g. suitable conditions for use of mobile access equipment, anchorage points for safety harnesses etc. The ACoP provides more detail (see also Refs 6 and 7 for further guidance on safe window cleaning and access equipment). **Welfare provisions (regulations 20 to 25)**

Duty holders are required to provide welfare facilities only for people at work. Minimum numbers of facilities are set out in the ACoP and range from one WC and one wash station for five people at work to

five WCs and five wash stations where 100 people are at work. It is important to ensure that the facilities are kept in a clean and orderly condition, and are adequately ventilated and lit.

Welfare provisions for schoolchildren are dealt with by the Education (School Premises) Regulations 1981, SI 1981/909, supported by DFE administrative memorandum 2/85 *Construction standards for maintained educational buildings in England* and Welsh Office administrative memorandum 3/85 *Construction standards for maintained educational buildings in Wales*. The School Premises General Requirements and Standards (Scotland) Regulations 1967 apply in Scotland. Most LEAs have directives or standing orders covering sanitary conveniences and washing facilities.

In schools, staff and student provision will normally be separate. However where facilities are shared, at some universities for example, it is recommended that the number of facilities are increased as necessary to ensure that staff can use them without undue delay.

An adequate supply of drinking water needs to be readily accessible and, unless in the form of upward drinking jets, suitable cups or other drinking vessels should be provided. Where a direct water supply is not available then the use of refillable and closed containers is acceptable. Such containers should be refilled at least daily. Chilled water dispensers and bottled water purchased in pre-packed containers are also acceptable.

The Regulations deal with the provision of staff rest areas and rest rooms, and also the secure storage of staff outdoor clothing. Rest facilities for pregnant women and nursing mothers need to be near to the sanitary conveniences and where necessary include the facility to lie down.

Rest areas and rest rooms away from the workplace should include suitable arrangements to protect nonsmokers from discomfort caused by tobacco smoke. **References**

1. *Workplace (Health, Safety and Welfare)* Approved Code of Practice and Guidance L24 1992 HSE Books ISBN 0 7176 0413 6
2. *Health and Safety at Work etc Act 1974*, HMSO ISBN 0 10 543774 3
3. *Management of health and safety at work* Approved Code of Practice L21 1992 HSE Books ISBN 0 7176 0412 8
4. *Guidelines for environmental design and fuel conservation in education buildings* (to be replaced in 1996 by a new building bulletin) Design Note 17, DES (now DFEE), Architects and Building Branch ISSN 0141-2825
5. *General COSHH ACoP (Control of substances hazardous to health) Carcinogens ACoP (Control of carcinogenic substances) and Biological agents ACOP (Control of biological agents)*. Control of Substances Hazardous to Health Regulations 1994. Approved Codes of Practice 1995 ISBN 0 7176 0819 0
6. *Prevention of falls to window cleaners* GS25 1991 HSE Books 1991 ISBN 0 11 885682 0
7. *Suspended access equipment* PM30 HSE Books 1983 ISBN 0 11 883577 7

#### **Some useful publications from HSE Books for the education sector**

- \* *Workplace health, safety and welfare*. Workplace (Health, Safety and Welfare) Regulations 1992. Approved Code of Practice and guidance 1992 ISBN 0 7176 0413 6
- \* *Managing health and safety in schools* 1995 ISBN 0 7176 0770 4
- \* *The responsibilities of school governors for health and safety* 1992 ISBN 0 7176 0436 5
- \* *Safety policies in the education sector* Revised 1994 ISBN 0 7176 0723 2

- \* *Health and safety management in higher and further education: Guidance on inspection, monitoring and auditing* 1992 ISBN 0 11 886315 0

**Further information from HSE (not always directly relevant to schools)**

- \* *The prevention or control of legionellosis (including legionnaires' disease)* L8 (Rev) Approved Code of Practice HSE Books 1995 ISBN 0 7176 0732 1
- \* *Passive smoking at work* IND(G)63(L) (Rev) HSE Books 1993 (free)
- \* *Ventilation of the workplace* EH22 (Rev) 1988 HSE Books ISBN 0 7176 0551 5
- \* *Lighting at work* HS(G)38 HSE Books 1987 ISBN 0 7176 0467 5
- \* *Seating at work* HS(G)57 HSE Books 1991 ISBN 0 11 885431 3
- \* *The safe use of ladders, step ladders and trestles* GS31 HSE Books 1984 ISBN 0 11 883594 7
- \* *Managing health and safety in schools* HSE Books 1994 ISBN 0 7176 0770 4
- \* *Health and safety management in higher and further education: Guidance on inspection, monitoring and auditing* HSE Books 1992 ISBN 0 11 886315 0
- \* British Standard BS 6180: 1982 *Code of practice for protective barriers in and about buildings.*
- \* BS 6206:1981 *Impact performance requirements for flat safety glass and safety plastics for use in buildings.*
- \* BS 6262:1982 *Code of practice for glazing in buildings*
- \* *New and expectant mothers at work : A guide for employers* HS(G)122 1995 HSE Books ISBN 0 7176 0826 3
- \* *Workplace health, safety and welfare: A short guide for managers* IND(G) 70L HSE Books 1994 (free)  
This leaflet is available in priced packs of 15 from HSE Books, ISBN 0 7176 1049 7.

HSE priced and free publications are available by mail order from: HSE Books, PO Box 1999, Sudbury, Suffolk CO10 6FS, tel 01787 881165, fax 01787 313995. HSE priced publications are also available from good booksellers.

For other enquiries: ring HSE's InfoLine Tel: 08701 545500, or write to HSE's Information Centre, Broad Lane, Sheffield S3 7HQ

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