

# Health and Safety Arrangements & Procedures



Prepared by

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# Accident, RIDDOR, Incident and Near Miss Policy

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## Introduction

When an accident or injury occurs in the workplace, we all have a legal and moral duty to record the incident.

The School defines an **accident** as:

“An unplanned or unexpected event, which causes injury to persons, damage to property or a combination of both”.

The School defines a **near miss** as:

“An unplanned event that does not cause injury or damage, but could have done so”.

The School defines a **dangerous occurrence** as:

“An unplanned incident that may not have caused a notifiable injury under RIDDOR but it had the potential to do so and must therefore be reported to the enforcing authority”.

It is recognised by The School that injury or damage does not have to occur for an event to be classed as an accident.

The Accident Reporting and First Aid Procedures will help in reducing incidents in the workplace, ensure legal compliance, and reduce the risk of repetition.

## Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)

The Regulations impose the duties on employers to report to the Health and Safety Executive all specified work related injuries, diseases and dangerous occurrences. It applies to all work activities.

## First Aid

It is our policy to ensure that appropriate first aid arrangements are in place for our staff and any visitors to our premises. This includes providing sufficiently trained employees for our business needs and maintaining an adequate supply of first aid equipment. It also involves providing enough information to staff to enable first aid assistance to be sought during normal working hours. Where work is regularly undertaken outside these hours, then adequate first aid cover will be provided.

# Accident Reporting and First Aid Procedure

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## Procedure following an accident

### 1. First Aid

- In the event of an injury the nearest First Aider should be contacted for treatment. All sports staff are trained first aiders
- If the accident is serious the first aider will decide if an ambulance should be called and Head of House will be immediately informed. The first aider will remain with the casualty and brief the ambulance service on the situation.
- No employee should use their private car to transport a casualty to hospital. If an ambulance is not required, then a taxi is to be used.
- If the accident was caused by a hazardous substance, the safety data sheets must be made available to the ambulance service.
- The First Aider will notify the School Nurse.

### 2. Investigation

For accidents occurring in school the Head of House will;

- Ensure that the area is left undisturbed and sealed off, until authorised.
- Organise an investigation to determine the cause of the dangerous occurrence.
- Take photographs of the site of the incident and any other relevant tools, equipment, etc. if necessary.
- Obtain witness statements and, if possible, from the injured person
- Obtain statement, if possible, from the injured person
- The Head of House will make a full report and include all of the above information and forward it to the Property Bursar for further action.
- The company providing Employer's Liability Insurance may require a copy of the entry into the Accident Report Book, the HSE F2508 accident report form and details of the accident investigation.

For accidents occurring away from school the Tutor in charge will;

- Ensure that the area is left undisturbed and sealed off, until authorised.
- Inform the respective Head of House as soon as practicable
- Organise an investigation to determine the cause of the dangerous occurrence.
- Take photographs of the site of the incident and any other relevant tools, equipment, etc. if necessary.
- Obtain witness statements and, if possible, from the injured person
- The Tutor will make a full report and include all of the above information and forward it to the Head of House who will then send the information to the Property Bursar for further action.
- The company providing Employer's Liability Insurance may require a copy of the entry into the Accident Report Book, the HSE F2508 accident report form and details of the accident investigation.

## **Recording**

- Once first aid treatment has been provided, the injured person or the first aider must enter the relevant details into the accident book, which is held in the Nurse's room.
- Once the entry has been made into the Accident Book, the page will be referenced and removed and kept in a secure and confidential place in line with the Data Protection Act. The Accident Book must be kept for a period of 3 years from the date of the last entry. The injured person may make a copy of the page entry.
- The Property Bursar and Head of House will review any appropriate risk assessments and safe working procedures to ensure any further remedial actions are taken.
- The Property Bursar will decide if the accident/incident meets the criteria for Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR).

### **3. Official Notification/Reporting**

A full list of all reportable accidents, incidents, diseases and dangerous occurrences can be found on the HSE website (<http://www.hse.gov.uk/riddor/what-must-i-report.htm> or [http://www.hseni.gov.uk/riddor\\_booklet.pdf](http://www.hseni.gov.uk/riddor_booklet.pdf) for Northern Ireland).

If notification is required, William Townend will be responsible for completing the report. Fatal and specified injuries to workers must be immediately reported by telephone, HSE's Incident Contact Centre by telephone (0845 300 99 23) and followed up with an online report form (<http://www.hse.gov.uk/riddor/report.htm>). All other reportable incidents should be reported using the online system within 15 days.

Should the incident be sufficiently serious, the enforcing authority may make their own investigation. For this reason the scene of the accident, etc., must be preserved until such time as permission is granted to disturb it.

A copy of the completed RIDDOR report will be kept together with all other relevant forms, statements, etc., in a dedicated file.

### **4. Reportable Injuries, Diseases and Dangerous Occurrences**

- Reportable Accidents and Dangerous Occurrences

All types of reportable accidents and dangerous occurrences are identified on the above website.

- Reportable Diseases

Reportable diseases are those prescribed by the Health and Safety Executive and diagnosed by a General Practitioner or other Specialist as being caused by the individual's occupation. In such circumstances the individual's General Practitioner will notify The School in writing. Thereafter, William Townend is responsible for reporting the disease to the HSE as at paragraph 4 above.

### **5. Incidents/Near Misses**

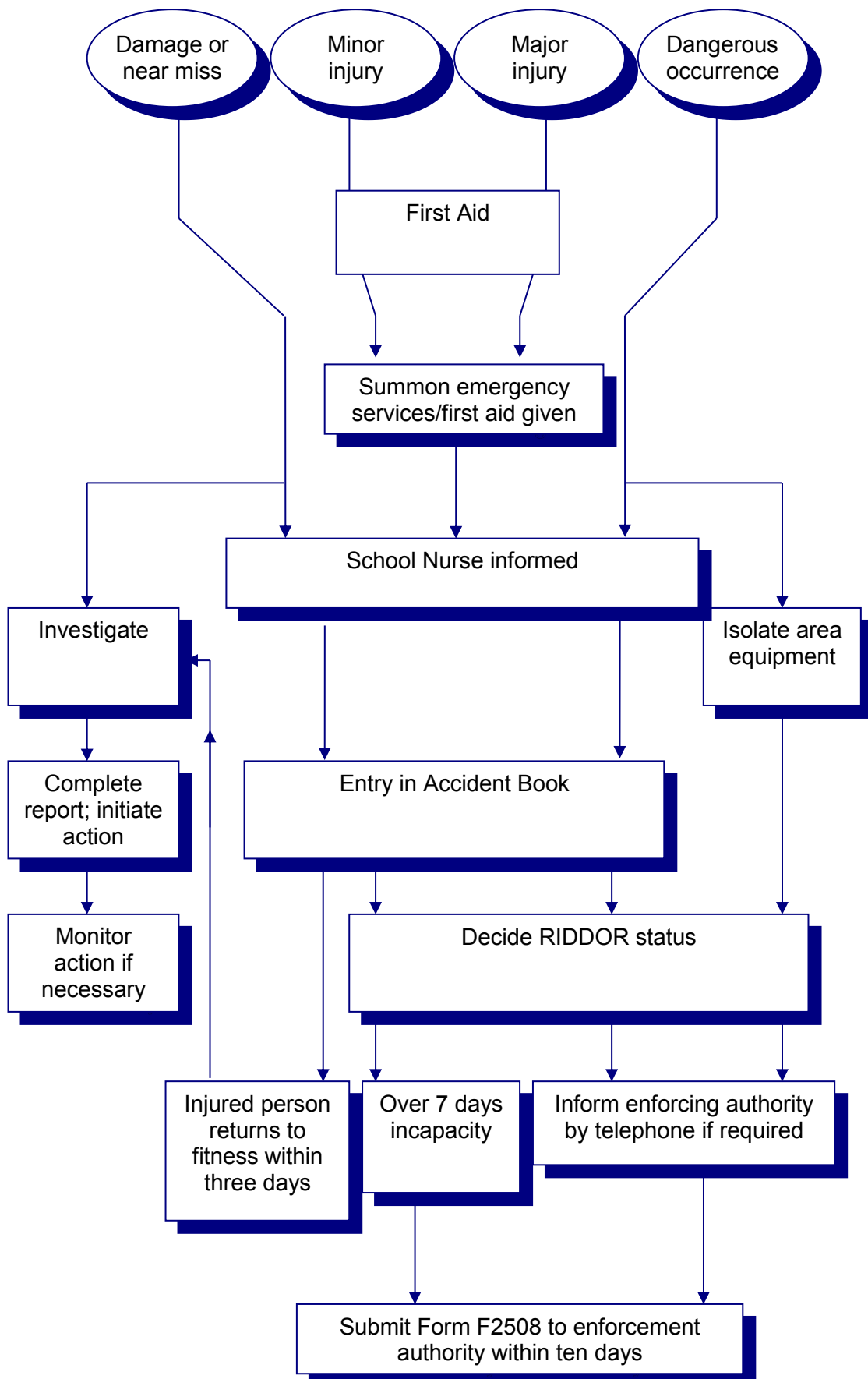
- An incident/near miss can be defined as something that has happened which is not intended to do so. No injury or damage has to have occurred, i.e. a roof tile falling to the ground narrowly missing a person.

- It is important to notify the School Nurse of any incidents immediately before they result in an injury.
- The person involved will complete an Accident/Incident or Near Miss Report Form and give it to their Head of House for action.

## **6. Statistical Information**

- The Accident Analysis Data Sheet will be completed by the Head of House at the end of every month and emailed to William Townend. If no accident or dangerous occurrences have occurred a return of nil must be made.
- William Townend will review each return to ensure that an injury/dangerous occurrence report form has been completed for every incident.

## Accident Reporting Flow Chart





## **Alcohol and Substance Abuse Policy**

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The School will help employees who acknowledge their addiction by offering advice, guidance and encouragement to help them overcome it. To heighten awareness, managers and employees will be made aware of courses and meetings and keep up-to-date on the subject.

Whilst the consumption of alcohol or use of non-prescribed drugs might be an integral part of many employees' lifestyle, their presence in the workplace is often not appropriate. Not only can a small amount affect work performance, but it can also compromise the individual's safety and that of others.

Common side effects include a loss of concentration, impaired judgement, loss of coordination and manual dexterity. This has implications for all staff, but particularly for those working in a safety critical role. These include, but are not confined to those operating vehicles and machinery, or working at height.

For these reasons, staff are not allowed to bring alcohol/non-prescribed drugs onto School premises for the purpose of consumption during normal working hours, including lunchtimes. This extends to external areas as well as internal.

Due to the risks involved, staff engaged in any of the roles described below may not consume any alcohol during the working day (even away from the premises):

- working at height
- driving whilst on School business
- on-site vehicle operators
- machinery operators
- on-call/standby duties.

# **Alcohol and Substance Abuse Procedure**

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## **Guidance Notes for Line Managers**

### **Recognition of an alcohol or drug problem**

The following signs or symptoms may provide an indication of an alcohol or drug abuse problem:

- unexplained absences, repeated short term sickness absence;
- mood swings, depression, irritability, aggression;
- persistent lateness;
- irresponsibility or reluctance to accept responsibility;
- poor work performance;
- deterioration of general appearance;
- deterioration in relationships with colleagues;
- personal difficulties including marital and debt problems;
- unsafe working, proneness to accidents.

### **Procedure**

The Head of House will determine whether at any time an employee, under the influence of alcohol or drugs, is capable of carrying out their duties. If the Head of House believes the employee is incapable of performing their duties (e.g. use of tools, vehicles, care of clients, etc.) without risk of endangering themselves or others then they will be sent home immediately. The absence will be recorded as sickness.

On return to duty, the employee will report to the Head of House in accordance with The School's absence policy.

### **Self referral**

- Employees are encouraged to seek voluntary help, e.g. talking to their Head of House, GP or other agency.
- The Head of House has the responsibility to act if attendance or work performance are affected and will be aware of employees experiencing difficulties. The Head of House will initially raise the matter informally with the person concerned, thus giving the person opportunity to consider what they wish to do. An agreed timescale will allow the employee to decide on how to respond to concerns.
- If the Head of House considers necessary further action, the employee will be referred to a counsellor for confidential discussion. A colleague or friend may be present.
- Alternatively, call the Confidential Counselling Helpline on: 0117 934 2121. This free facility is available to all employees and their immediate families.

The counsellor will discuss options for dealing with alcohol and drug abuse.

### **Period of treatment**

The length of a course of treatment may vary considerably between cases. It is unlikely to be less than two weeks and in some cases could involve a period of absence of six weeks or more.

### **Continuation in present role**

For reasons of health and safety of the individual, or of others that may be at risk, we reserve the right to transfer any individual undergoing treatment for alcohol dependency out of a safety critical role. In doing so, the needs of the individual will be considered and wherever possible, a suitable alternative post sought. Where an individual's job role is found to be contributing to a problem, then the School will take all reasonable steps to deal with it.

### **Further action**

1. If the employee declines help, the Head of House will restate their concerns and monitor the situation with a further period of grace, say, two weeks.
2. If the employee agrees that some concern is justified they may elect to resolve it through their own arrangements. A further period will then be agreed with a further meeting planned around 2 months later.
3. The employee may agree that the Head of House concerns are serious enough to threaten their or others safety at work. The employee will then be required to see their GP for an opinion on their fitness for work and approval of appropriate treatment.
4. Following a course of treatment approved by their GP, the employee will be allowed normal sickness absence.
5. If the employee does not acknowledge the problem, the Head of House may invoke the normal disciplinary procedure.

# Asbestos Policy

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## Introduction

Asbestos is the collective name for a group of fibrous minerals which are mechanically strong and resistant to heat and chemicals. Asbestos has been used in a wide range of applications in the past because of its excellent thermal insulation, fireproofing and other physical and chemical properties.

Inhaling asbestos fibres can lead to asbestos related diseases - these are mainly cancers of the lungs and chest. Asbestos does no harm provided it is in good condition and remains undisturbed. However, when it is disturbed or damaged it can release fibres into the air, which when inhaled can become a danger to human health.

The Control of Asbestos at Work Regulations (CAW) requires The School to carry out a risk assessment on work with or near asbestos materials or any material suspected as, or likely to contain, asbestos. TLS Environmental has conducted a comprehensive survey of all the school properties, a copy of the survey is held by the Property Bursar.

## Responsibilities/Duties

The Regulations impose duties on the owner, landlord and/or the tenant. The circumstances will decide how and whether these responsibilities are shared. In accordance with the CAW Regulations, The School will:

1. Determine the location of materials likely to contain asbestos;
2. Presume that materials contain asbestos unless there is evidence that they do not;
3. Make a written record (the Register) of the location of asbestos and suspected asbestos material and keep it up-to-date;
4. Keep a check on the condition of asbestos and suspected asbestos materials to ensure that they are not deteriorating;
5. Assess the risk of exposure from asbestos and suspected asbestos materials and record the action necessary to ensure that:
  - any material known or suspected to contain asbestos that may create a risk of exposure (because of its state and location) is repaired or, if necessary, removed. This can only be conducted by approved and licensed contractors who will be monitored by the enforcing authority.
  - any material known or suspected to contain asbestos is maintained in a good state of repair;
  - information about the location and condition of material containing asbestos, or suspected to contain asbestos, is known and is given to anyone likely to disturb it.
6. Prepare and implement a written management plan to control these risks and ensure that information about the location and condition of any asbestos is provided to any person who is liable to disturb it.

## Changes to the Control of Asbestos Regulations

### ***Control of Asbestos Regulations 2012***

The Control of Asbestos Regulations 2012 came into force on 6 April 2012, updating previous asbestos regulations to take account of the European Commission's view that the UK had not fully implemented the EU Directive on exposure to asbestos (Directive 2009/148/EC).

In practice the changes are fairly limited. They mean that some types of non-licensed work with asbestos now have additional requirements, i.e. notification of work, medical surveillance and record keeping. **All other requirements remain unchanged.**

### **What has changed?**

- From 6 April 2012, some non-licensed work needs to be notified (see below for explanation) to the relevant enforcing authority.
- From 6 April 2012, brief written records should be kept of non-licensed work, which has to be notified e.g. copy of the notification with a list of workers on the job, plus the level of likely exposure of those workers to asbestos. This does not require air monitoring on every job, if an estimate of degree of exposure can be made based on experience of similar past tasks or published guidance.
- By April 2015, all workers/self employed doing notifiable non-licensed work with asbestos must be under health surveillance by a Doctor. Workers who are already under health surveillance for licensed work need not have another medical examination for non-licensed work. BUT medicals for notifiable non-licensed work are not acceptable for those doing licensed work.
- Some modernisation of language and changes to reflect other legislation, e.g. the prohibition section has been removed, as the prohibition of supply and use of asbestos is now covered by REACH (Registration, Evaluation, Authorisation and Restriction of Chemicals Regulations 2006).

### **Notifiable non-licensed work**

All non-licensed work needs to be carried out with the appropriate controls in place. But for notifiable non-licensed work (NNLW), employers also have additional requirements to:

- notify work with asbestos to the relevant enforcing authority;
- ensure medical examinations are carried out; and
- maintain registers of work (health records).

*See HSE Website for further information*

# **Bomb and Terrorist Threats Policy**

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## **Introduction**

The actual probability of chemical or biological attacks remains low compared to other less risky terrorist tactics, such as car bombings. For a biological attack to occur, three elements must be in place: a vulnerable target, a person or group with the capability to attack, and the intent (by the perpetrator) to carry out such an attack.

The aim is to prevent bomb or incendiary attacks, or when this is not possible, to minimise their effects in buildings to which members of the public must have access.

This must be done without imposing unacceptable restrictions on them and The School must weigh the seriousness of the threat against the need to maintain business as usual and decide the extent to which counter measures will be adopted.

## **Public Access**

Consideration will be given to dividing the areas to which the public usually require access from the rest of the building. The rest of the building can then be made a secure area.

## **Package Bombs and Hoaxes**

Postal bombs are unlikely to be in large parcels, rather in flat packages. Employees must be on their guard for:

- the post mark – especially foreign, and any name/address of sender;
- the writing – especially of foreign style;
- stains – these could be sweating explosives;
- odour – usually an aroma of marzipan or almonds indicate an explosive;
- the sound – if the parcel rattles, ticks, etc.

## **Telephone Calls**

These are more of a common occurrence than parcels. All employees must be aware of the necessary procedures should they receive such a call.

- Alert the police immediately.
- Above all, be calm, listen carefully, and report exactly what is said.

## **Protective Actions**

The most common emergency protective actions are evacuation and shelter-in-place.

- Evacuation means to leave the area of actual or potential hazard.
- Shelter-in-place means to stay indoors. This includes additional precautions such as turning off air-conditioning, ventilation systems and closing all windows and doors.

## **Bomb and Terrorist Threat Procedure**

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### **Preparation**

- Adopt, as appropriate, the same techniques used to prepare fire and other emergency evacuations.
- Be prepared and observe your environment. Terrorists most often strike with little or no warning.
- Use caution when you travel. Observe and report unusual activity. Keep your packages with you at all times. Do not accept packages from strangers.
- Identify the location of fire exits and review emergency evacuation procedures. Inform all employees.
- Locate and maintain that fire extinguishers are in good working order.
- Train responsible personnel how to use fire extinguishers.
- Trained first aiders will be available.
- Assemble and maintain an emergency supply kit for your workspace.

### **Emergency Supply Kits**

Maintaining an emergency supply kit is a good idea. Contents *may* include:

- Battery-powered radio, torches, batteries
- Whistle
- First aid kit
- Hard hats
- Fluorescent tape to cordon off dangerous areas
- Water
- Change of clothing, rain gear, and sturdy shoes
- Blankets
- Fire extinguisher
- Names, addresses, and telephone numbers of doctors and pharmacist

### **Upon receiving a phone call that a biochem hazard or bomb has been planted:**

- Remain calm.
- Whilst listening/speaking to the caller, get one colleague\* to phone the Police (999). While the above is being completed chat to the caller and keep calm. \*Remember, if you want to speak to a colleague whilst still listening to the caller, the whole of the handset may be sensitive to sound.
- Complete the "Bomb and Terrorist Threat Telephone Checklist" which will prompt you with questions to be asked.
- Listen closely to caller's voice and speech patterns and to noises in background.
- Follow instructions from the Police and evacuate the building if instructed or if the fire alarm is sounded. A Fire Warden will order evacuation of all other persons inside the building.

### **During an Attack**

#### **If there is an explosion:**

- Remain calm.
- Take cover under a desk or sturdy table if ceiling tiles, bookshelves, their contents, etc., begin to fall.
- Exit the building as quickly as possible.

**If there is a fire:**

- Stay low to the floor at all times and exit the building as quickly as possible. Heavy smoke and poisonous gases collect near the ceiling first.
- Use a wet cloth to cover your nose and mouth.
- Use the back of your hand to feel closed doors. If the door is not hot, brace yourself against the door and open it slowly. Do not open the door if it is hot. Seek another escape route.
- Use appropriate fire exits, not lifts.

**After an attack****If you are trapped in debris:**

- If possible, use a torch or whistle to signal rescuers regarding your location.
- Stay in your area so that you don't kick up dust.
- Cover your mouth with a handkerchief or clothing.
- Tap on a pipe or wall so that rescuers can hear where you are.
- Use a whistle if one is available. Shout only as a last resort—shouting can cause a person to inhale dangerous amounts of dust.

**Evacuation procedures:**

- The Head of House notifies employees if evacuation is deemed necessary. Do not mention "terrorism" or "chemical or biological agent" to any employee.
- Report any unusual activities to the Police immediately.
- "Uninvolved" employees will be evacuated to a safe distance outside of buildings, in keeping with the Evacuation Procedure. After consulting with appropriate officials, the Incident Controller may move employees to a safe haven.
- After evacuation, Head of House will note any absences immediately to the Incident Controller.
- Do not leave your sheltered location or return to the evacuated area until it is deemed safe to do so by local officials.
- The Incident Controller notifies employees of termination of emergency. Resume normal operations.

**Upon receiving a chemical or biological threat letter:**

Do not open suspicious packages! If you do open a letter or package and find suspicious materials:

- Remain calm.
- Back away from the product.
- Alert everyone present to leave and stay away from the area.
- Wash your hands with soap and water, avoid touching your face.
- Do not brush off your clothes.
- Call, or have another co-worker get an outside line then call 999 to report a suspicious letter or package
- Isolate area and keep people away until emergency services arrive.

What emergency responders **may** ask you to do:

- Remove clothing and place in plastic bag, as soon as possible.
- Shower with soap and water as soon as possible at home. Do not use bleach or other disinfectant
- Put on fresh clothing.
- Make a list of all people who had contact with the powder and give to local public health authorities. They may be instructed to watch for fever or other symptoms over the next couple of days.



## **Counselling of Victims**

Employees may need counselling soon after the event to avoid any long-term distress. They can contact their Head of House who will consider the following possibilities:

- **Debriefing**

Victims will need to talk through their experience as soon as possible after the event. Remember that verbal threats can be just as upsetting as a physical attack. The victims will be assured of support from their managers.

- **Time off Work**

Individuals will react differently and may need time to recover. In certain circumstances they might need special counselling. Head of House may be able to advise on counselling services. Time off for counselling, treatment or representation will be regarded as sickness absence or special leave. Employees will be made aware of the free Confidential Counselling Helpline (Tel: 0117 934 2121).

The Home Office leaflet “Code of Practice for Victims of Crime” gives more useful advice if one suffers an injury, loss or damage from a crime, including how to apply for compensation. This leaflet is available from local police stations. Alternatively, it may be found at the following website address:

<http://www.homeoffice.gov.uk/documents/victims-code-of-practice>

Advice may also be available from the Citizens Advice Bureau, and Victim Support Schemes.

## Bomb and Terrorist Threat Telephone Checklist

Upon receiving a phone call that a biochem hazard or bomb has been planted, immediately alert the Police but do not put down the handset or cut off the conversation. Obtain as much information as you can. Complete this form as you go along. Continue overleaf if necessary.

- Do not panic! Whilst listening/speaking to the caller, get one colleague\* to phone the Police (999). While the above is being completed chat to the caller and keep calm. \*Remember, if you want to speak to a colleague whilst still listening to the caller, the whole of the handset might be sensitive to sound.
- Listen closely to caller's voice and speech patterns and to noises in background.
- Follow instructions from the Police and evacuate the building if instructed or if the fire alarm is sounded. A Fire Warden will order evacuation of all other persons inside the building.

Message (exact words):		
Ask for any code words		
Where is the bomb?		
What time will it explode?		
What does it look like?		
What type of bomb is it?		
What will cause it to explode?		
Why are you doing this?		
Time and length of call:	Time	Duration

Details of caller					
Man		Child		Not known	
Woman		Old/young		Race	
Speech					
Intoxicated		Speech impediment, e.g. stutter/lisp		Rapid	
Rational		Accent (specify if possible)		Raspy	
Rambling		Excited		Clearing throat	
Laughing		Message read or spontaneous		Angry	
Serious		Disguised e.g. electronically		Slow	
Nasal		Deep breathing		Other	
Distractions					
Noise on the line		Interruptions		Operator	
Call box pay tone or coins		Anyone in background		Other	
Other noises					
Traffic		Machinery		Animals	
Talk		Aircraft		Railway station	
Typing		PA system		Music	
Children		Street noise		Crockery	
House noises		Other		Other	
Any clue as to identity of caller and/or location of call?					
Person receiving the call					
Number of telephone on which call was received					

**Information to be provided immediately to the Headmaster**

## **Catering Policy**

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The local arrangements must ensure the safe and hygienic delivery of catering services, where applicable, in compliance with The Health and Safety at Work etc. Act 1974, The Food Safety Act, the Food Hygiene Amendment Regulation and other relevant statutory provisions.

### **Responsibilities**

The Chef of each respective kitchen will have responsibility to meet these regulations and to carry out risk assessments. This applies to all facilities whether the provider is our School or a contractor. The School's Directors, in overall control of the facilities, are responsible for ensuring that this is carried out.

Where a contractor is involved, The School's management will monitor their activities to ensure that they are meeting the regulations and are competent to carry out the safe provision of food. It is not the responsibility of The School to carry out the risk assessments for the contractor. However, any deficiency will be brought to the attention of the contractor immediately so that the circumstances can be rectified.

## **Catering Procedure**

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The School will ensure that the following procedures are in place and that all staff adhere to them.

- All members of the catering department must attend an appropriate course on hygiene, food hygiene and health and safety at work.
- The respective Chef will ensure that catering staff are aware of the hazards of their workplaces and of the locations of first aid and fire fighting equipment.
- Machines and equipment that are potentially dangerous must have safety guards or devices which are to be used at all times. Machines or equipment in this category may only be operated by properly trained and authorised staff.
- The Chef will ensure that kitchen machinery and equipment is inspected to confirm that it is safe for use.
- The Chef will ensure the supervision of catering personnel, especially young or inexperienced staff, at all times.
- The Chef is responsible for maintaining all health and safety regulations regarding food storage and food preparation.
- The Chef will ensure that fridges and freezers are maintained at the required temperatures by testing them on a daily basis, recording results and completing any repairs as necessary to achieve this.
- The Chef will complete regular hygiene audits for the catering facility.

## **Contractors (Selection and On-site Control) Policy**

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### **Introduction**

The Health and Safety at Work etc. Act provides that the school and the contractor have duties to ensure the health and safety of their own and each other's employees. This means that the place of work, the equipment used, the systems of work employed and the competence of the personnel are covered by legal requirements.

### **Selection of Contractors**

Section 3 of the HSW Act implies a duty on the school to ensure that any contractor is competent to carry out the tasks required. Cost will never be the main criteria for the selection of a contractor. Before commencing major works a pre-contract meeting will be arranged by the Property Bursar and the contractor to discuss safety matters.

### **Safety Policy**

The Property Bursar must ensure that the contractors safety policy, where appropriate, outlines their commitment to safety. A copy of the contractor's Safety Policy will be requested during the tender process using the Contractors Pre-qualification Assessment form.

The school must also satisfy itself that a copy of the policy document has been distributed to the employees and self-employed staff of the contractor and that its procedures are understood by them.

### **Risk Assessment**

Contractors must provide the school with risk assessments and detailed method statements on how the tasks will be completed and what tools/equipment will be used.

The Property Bursar should formally request that the contractor also confirm the following:

- Have the workers received training for the works to be carried out?
- To what extent is there supervision for the task?
- What is the competency of the contractors in the management of health and safety?
- What are the proposals for safe working?
- Has the contractor ever been subject to enforcement action?
- How does the contractor's accident record compare to that of other companies?
- Can the contractor's health and safety attitudes be checked with previous clients?

The written confirmation of the above must be kept on file by the Property Bursar for future reference.

### **Control of Contractors on Site**

The Property Bursar will send the contractor a copy of the school's Safety Requirements for Contractors on Site form for their signature prior to their engagement.

This form identifies all of the safety requirements for contractors working on any of our sites.

The Property Bursar will monitor their compliance with this form.

### **On-site Safety Checklist**

When the contractor arrives on site and prior to the commencement of any work, the Property Bursar will complete the Control of Contractors on Site Checklist.

## Contractors Pre-qualification Assessment

Prior to the employment of any contractor, this pre-qualification assessment form must be sent to your contact for completion. Subject to a satisfactory response, the contractor can then be employed.

The Control of Contractors on site Checklist must also be sent with this pre-qualification assessment.

<b>Main Details (to be completed by all contractors)</b>			
Company name:			
Company address:			
Telephone number:		Fax number:	
E-mail:			
Employer's Liability Insurance:	Yes/No	Limit of Cover:	Renewal Date / /
Public Liability Insurance:	Yes/No	Limit of Cover:	Renewal Date / /
<b>Please attach copies of insurance certificates</b>			
Services or contract for which approval is being sought:		£	
Maximum value of contract to which you feel capable to undertake		£	
Total number of employees in the company			

<b>Health and Safety</b>		
Do you have a written health and safety policy? (Only applicable if you employ 5 or more people)	yes/no	If yes, please attach copy
Is the policy regularly reviewed?	yes/no	Last review date: / /
Does the policy include an organisational chart showing safety responsibility lines?	yes/no	
Does the policy show how safety is supervised?	yes/no	
Does the policy show how information will be passed on to employees and sub-contractors?	yes/no	
Does the policy show how safety will be monitored and audited?	yes/no	
Does the policy include details of your Safety Advisor or source of competent advice?	yes/no	(provide detail of qualifications or attach CV)
Name of director with special responsibility for health and safety		

Name of supervisor for site safety and their safety qualification		
Who will control Permit to Work on site?	Name	
Do you have procedures for COSHH assessment?	yes/no	provide example
Do you carry out risk assessments?	yes/no	provide copy of format
Can you provide method statements?	yes/no	provide example
What health and safety training have you had?	Detail:	
Have you ever been prosecuted for breaches of health and safety legislation?	yes/no	
Have you received any improvement or prohibition notices from the HSE or local authority enforcement officer?	yes/no	
Do you have any health and safety awards?	yes/no	provide details
Please provide accident statistics for the last three years for your the company or companies working for you, including details of any accidents involving members of the public		
How will accidents be reported, recorded and investigated?		
How will you ensure that all plant and equipment, including mobile work equipment and lifting equipment is regularly examined, inspected, tested and maintained by a competent person in accordance with statutory requirements?		
How will you vet sub-contractors?	provide detail of process	
Will you provide your own first aiders and equipment?	yes/no	
Do you have adequate and sufficient personal protective equipment?	yes/no	

## **Contractors: Site Rules**

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### **1 Introduction**

- 1.1 All contractors are required to comply with Hill House International Junior School's Contractor Controls Procedure.
- 1.2 The Contractor's management and supervisory staff must ensure this information is brought to the notice of their employees including any employees of sub-contractors.
- 1.3 If there is any doubt or misunderstanding about the contents of this agreement, the Contractor must approach The School for clarification before proceeding with the work.

### **2 Terms Used**

- 2.1 "The School" refers to Hill House International Junior School or any of its constituent parts.
- 2.2 "The Contractor" refers to contractors, sub-contractors, engineers and self-employed persons working under a contract on premises owned or occupied by The School.
- 2.3 Each Contractor has the responsibility for ensuring that his employees understand and comply with the relevant health and safety procedures detailed in this agreement.

### **3 Legal Obligations**

- 3.1 The Contractor must comply with the legal duties detailed in the Health and Safety at Work etc. Act and such subordinate legislation or codes relating to the work such as regulations covering these subjects (this list is non-exhaustive):
  - Construction
  - Management of health and safety
  - Workplaces
  - Work equipment
  - Personal protective equipment
  - Manual handling
  - Noise
  - Electricity Welding
  - Pressure systems
  - First aid
  - Etc.
- 3.2 The Contractor shall, adhere to these guidelines, and provide additional information as required.
- 3.3 Hill House International Junior School shall have the right to require the Contractor on receipt of verbal instruction supported by notice in writing at a later date, to remove any of his employees who have failed to comply with such provisions of Statutory Regulations, Approved Code(s) of Practice and Hill House International Junior School's policies and procedures.



## **4 Contractual Obligations**

- 4.1 We require the Contractor to:
- 4.2 Provide The School with proof of Public Liability Insurance cover up to the required limit.
- 4.3 Ensure all construction equipment brought onto site and any plant, machinery and ancillary equipment which he installs, complies fully with the regulations described in 3.1 above and any relevant European Product Directives and appropriate European and British Standards.
- 4.4 The School retains the right to stop any activity or the use of any equipment which it considers exposes employees or others to risk of injury or ill health. The School will not accept responsibility for any increase in cost arising out of such action.
- 4.5 The Contractor and its employees must obey any written or verbal instructions on health and safety given by appropriate School representatives.

The rules and procedures described in this document do not relieve the Contractor from their general legal or contractual obligations.

## **5 Health and Safety Documentation**

- 5.1 The Contractor shall provide the following information to The School if appropriate:
  - Health and Safety Policy
  - Risk Assessment(s) on which the policy is based
  - Risk Assessment, Safe Working Procedure or specific method statement relating to the work that will be carried out.
- 5.2 Conversely, the Contractor will be informed about any risks relating to the area in which the work is to be carried out.

## **6 Authority to Proceed**

- 6.1 There are certain activities, which require written authority from The School before proceeding with the work. Where Contractors work for The School on a regular basis this can be done annually provided it covers the activities listed. These are:
  - Cartridge operated fixing tools
  - Confined spaces
  - Cranes
  - Erection, dismantling and demolition
  - Fire prevention
  - First aid and welfare
  - Ground penetration
  - Gas and oxygen
  - Highly flammable liquids
  - Plant, equipment and energy sources
  - Welding

The Contractor must read each relevant section below carefully before commencing the operations and activities.

## **7 Security (inc. access to and exit from site and place of work)**

### **7.1 Access**

**7.1.1** On initial arrival employees of Contractors must report to Reception and sign in the Visitors Book. A visitors badge may be handed out and must be worn whilst on site. Please also remember to sign out and return the visitors badge upon leaving the site.

**7.1.2** Contractors must ensure their employees use the proper access provided, e.g. walkways, paths, stairs, etc., when going to and from their place of work, and must keep clear of those areas not directly connected with their work. Contractors must not interfere with, impede or misuse access provided by The School.

### **7.2 Site Entry:**

- The responsible manager, reserves the right to search all personnel, vehicles, containers or goods before entry to or exit from the site should this be required.

### **7.3 Site Exit:**

- All persons leaving the site must sign out prior to leaving.
- Property or scrap belonging to Hill House International Junior School must not be removed from site without proper authorisation. Permission can be obtained from the commissioning manager.

## **8 Site Health and Safety Procedures**

### **8.1 Facilities Available for Contractors Use**

- The Contractor must agree which of the site's facilities are to be made available to them with the relevant Manager. The site standards must be adhered to. If the Contractor provides all facilities for the health, safety and welfare of their employees' good housekeeping as determined by the site rules must be adhered to.
- Contractors, subcontractors and their respective employees are asked to eat and/or drink only in those areas defined for that purpose.
- When using site facilities, the site standards for behaviour and dress must be adhered to.
- Contractors shall provide all necessary first aid and welfare facilities for their employees as required by the Health and Safety (First Aid) and Construction (Health and Welfare) Regulations.
- This will necessitate providing and maintaining separate washing and toilet facilities together with suitable accommodation for meals and drying/changing clothes.
- The School may allow Contractors to share existing facilities provided the facility can adequately accommodate the additional numbers involved.

### **8.2 Demolition, Dismantling, Erection of Structures**

- No demolition, dismantling or erection of any structure must commence until the Contractor has obtained written permission from The School, and provided a suitable written safe system of work in accordance with Guidance Note GS28 or 29, parts 1, 2, 3 and 4.

### 8.3 Plant, Equipment and Energy Sources

- Contractors will not be allowed to operate any equipment including plant and machinery or use energy sources (gas, compressed air, electricity, etc.) belonging to The School unless written permission has been given by an authorised School representative.
- It is the responsibility of the Contractor to ensure that any School equipment and energy source provided is used safely and that defects are reported as soon as possible.
- Contractors must ensure tools and equipment connected to energy source are compatible, e.g. pressure, voltage, etc., and safe for their intended use and must ensure their employees are properly trained and competent to connect and safely use the equipment provided.

### 8.4 Ground Penetration

- No ground penetration shall commence unless written permission has been obtained from The School representative. Buried services should be obtained and made safe before commencing work.
- Where 'live' services may be present, hand excavation should be carried out until the location of the service has been clearly identified.
- Contractors must erect suitable edge protection around excavations or openings. Excavations, openings or obstructions near or on roadways and walkways must be clearly identified by a sufficient number of barriers, cones, warning signs, lamps, etc., particularly during the hours of darkness.

**All ground penetration work must be carried out in accordance with the Construction Design and Management Regulations.**

### 8.5 Protective Equipment

- Protective clothing and equipment required under Statute Law or Approved Code(s) of Practice for the particular work being undertaken, e.g. safety helmets, ear defenders, safety footwear and eye protection, must be provided by the Contractor and worn or used by their employees/sub-contractors. Hill House International Junior School reserves the right to specify additional or alternative protection to that normally used. Anyone refusing to accept these requirements may be asked to leave the site to ensure the safety of all other employees.

### 8.6 Fire Protection

- There is a strict no smoking policy within the buildings. Persons found in violation of this rule may be asked to leave the site.
- Fire extinguishing equipment is available on site, however, should it prove necessary to use any of this media, the site contact must be advised, who will ensure that the extinguisher is replaced.
- The contractor and his employees or sub-contractors will be aware of the evacuation procedures in case of an emergency and follow any directions given by our personnel at this time.
- Any work which requires the disconnection of part or all of the site fire alarm system must be advised to the Property Bursar.
- Contractors site huts (if required) must be kept at least 10 metres from any building or external combustible store.
- Contractors must take adequate fire precautions when carrying out work, particularly where hot work is involved, e.g. burning, welding, grinding, etc.
- For welding, when required to work on equipment or systems that are coded systems, the Contractor must produce evidence of Certification to the required

standard for each operative carrying out the work. **All welding must cease 1 hour before the end of the last shift worked each day.**

- Contractors must ensure their employees clearly understand and implement satisfactory fire precautions and the correct hot work conditions including any associated fire procedures such as location and use of fire equipment, evacuation procedures, etc. **All hot work must cease 1 hour before the end of the last shift worked each day.**
- Fire doors, extinguishers, hose reels, hydrants and escape routes must be kept clear at all times.

#### 8.7 Control of Substances Hazardous to Health (COSHH)

- Contractors will be expected to comply with the requirements of the COSHH regulations.
- It is also essential for the Contractor to provide their employees with adequate information, instruction and training on the hazards and corresponding precautions relating to the use of hazardous substances and must ensure these precautions are effectively implemented.
- Flammable liquids and liquefied petroleum gases must not be brought onto the site without the prior written permission of the commissioning manager. All such materials shall be stored and used in accordance with current statutory obligations.
- Contractors must implement the following general precautions:
  - Replace lids on containers when not in use
  - Remove empty containers and dispose of them safely and in accordance with current legislation
  - Ensure the 'No Smoking Policy' is vigorously applied
  - Provide suitable extinguishers near to the work
  - Ensure flammable liquids are not discharged into drains
- A complete list of all hazardous substances (as defined by the COSHH Regulations) intended to be used on the site, with the quantities and hazards of each defined, must be supplied to the commissioning manager. Hill House International Junior School reserve the right to require additional protection at Contractors cost.
- At all times all materials, whether hazardous or not, must be stored correctly and labelled appropriately.
- COSHH data will be made available on all occasions necessary, for Contractors information.

#### 8.8 Gas and Oxygen Equipment

- Contractors gas and oxygen equipment brought onto our School's premises must comply with and be maintained to the relevant statutory requirement/standards. In the case of gas cutting equipment, flash back arrestors must be used.
- Portable cylinders must be safely stored in a separate enclosure designed for this purpose. Under no circumstances must LPG or oxygen cylinder stores be erected without prior written permission from The School.
- Gas equipment, including hoses, must not obstruct roadways, walkways or other means of access. Hoses not in use should be coiled up and stored safely.
- Cylinders must never be placed in confined spaces. At the end of each working period, isolation valves must be closed and hoses disconnected where possible. The correct procedure must be followed when using gas or oxygen equipment in confined or semi confined spaces.

## 8.9 Highly Flammable Liquids

- Any on-site stocks of flammable liquids are to be kept in purpose built flammable stores or enclosures.
- Flammable liquid storage areas are to be kept uncongested and tidy.
- All flammable liquids are to be carried in specially designed safety containers and not in open cans and buckets.
- The quantities of ready-use flammable liquids are to be kept to a minimum and when not required returned to the designated storage area.
- Flammable liquids are to be kept away from potential sources of ignition.
- Suitable spark limiting tools should be provided for use in areas where there may be flammable vapours.

## 8.10 Use of Hill House International Junior School's Equipment

- Equipment belonging to our School is not to be used or interfered with, in any way without prior authorisation by the commissioning manager.
- Connections must not be made to the site services distribution systems, e.g. compressed air, water, electricity or fire alarm without the written permission of the Property Bursar. This permission will be withheld if the equipment intended to be connected to such services does not conform to Statutory Regulations of Codes of Practice and/or our School's requirements.
- All written permission issued in accordance with the above shall be produced for inspection by Hill House International Junior School's management if requested.
- Any connection/disconnection which may affect the computer system must be agreed in writing in advance with the person responsible for I.T.

## 8.11 Equipment Supplied by Contractor (including cranes and other lifting equipment)

- All tools and equipment shall conform to and be tested in accordance with Statutory Regulations, or Approved Code(s) of Practice. Hill House International Junior School shall have the right to inspect and reject equipment considered unsuitable at no extra contract price. Certificates of conformity must be produced on request.
- Where portable equipment and tools are being used these shall be 110-volt type, or air operated equipment. Mains voltage (240 volts) may only be used when a residual current breaker is fitted. The Contractor shall provide the necessary transformers which must be 240/110V winding provided with an earthed centre-tap and will ensure that appropriately protected cabling is used with such equipment and tools.
- Lifting or hauling tackle, wrenches, ropes, etc., are not to be attached to any plant, equipment, pipework or building without written permission of the relevant manager. All such tackle must be registered and have a current test certificate (made readily available) where appropriate. Equipment must be properly marked with an identity number and safe working load.
- Contractors must ensure that any of their employees permitted to change abrasive wheels, have received appropriate training and are appointed in writing to carry out this work.
- Contractors who bring cartridge operated fixing tools onto the premises must produce a suitable written safe system of work for the use and storage of this equipment on site. The written system shall detail authorised users, storage arrangements, control measures for the issue and return of the equipment, limitations of the type of work undertaken, and safety precautions during use.
- The use of equipment which will expose either contractors' employees or Hill House International Junior School's employees to noise levels in excess of 80 dB(A) must be agreed with our commissioning manager prior to commencing work and adequate protective measures taken.

- Adequate guarding, extraction, shielding, etc., in accordance with Statutory Regulations or Approved Codes of Practice shall be provided.
- All cranes brought onto site, whether owned by the contractor or hired, must carry relevant test certificates, thorough examination reports, and manufacturer's handbook.
- Only persons who are competent and authorised will be permitted to operate cranes. If necessary, the Contractor must prove to the satisfaction of The School that such employees can operate cranes safely.
- Travel routes for cranes and crane standing must be agreed with The School to avoid potential danger from overhead lines and structures, underground services, soft ground, etc.
- Similarly, work must not be undertaken on or near overhead cranes without authority from The School and in such cases the work must be done in accordance with Section 27 of the Factories Act and any other relevant legislation.

#### 8.12 Electricity

- Contractors authorised to work on electrical equipment must comply with all aspects of the Electricity at Work Regulations and supporting guidance. Please also see section on Permits to Work.

**Note: All equipment must be treated as “live” unless isolated and clearly marked accordingly.**

- Repair or installation of any electrical equipment must only be carried out by competent personnel. Evidence of such competence will be required.
- During work on electrical apparatus, proper account should be taken of the Electricity at Work Regulations and other relevant publications.

#### 8.13 Permit to Work Systems

- Permits to work are required for working at height, working with electricity, roof work, confined spaces and hot work.
- Hot work will require certain conditions to be met before commencing work. The permit conditions must be strictly adhered to during the course of the work. Hot work includes any activity which generates heat, e.g. grinding, burning, welding, tar boilers, blowlamps, etc.

#### 8.14 Working at Height

- Contractors who provide their own means of access must ensure that all equipment used meets the required standard and in addition, is properly maintained. All work at height will be completed under permit to work conditions.
- Scaffolding must only be erected or dismantled by suitably trained and qualified scaffolders.
- Openings created in roofs, floors or other areas where persons could fall must be properly protected with covers or guard rails.
- Where material may fall, effective steps must be taken to erect suitable barriers and to warn people below about the danger.
- Contractors working on roofs must check for fragile material before commencing work. Suitable edge protection must be provided where appropriate on every roof where persons can fall and on pitched roofs, suitable crawling boards must be used as part of the Contractor's safe system of work.
- Contractors must not work above open chests, tanks or similar vessels containing liquid or other substances where a fall could lead to asphyxiation or drowning unless suitable precautions have been taken to prevent this.

#### Harnesses

- A safety harness should be worn and secured to a suitable anchor point when it is not possible to provide a safe place of work at height.
- Safety harnesses must comply with appropriate standards and be properly maintained and regularly inspected. Records of examinations must be kept readily available on site and contractors using this equipment must ensure it is worn and connected at all times.
- Any uncertainty about the suitability of securing a harness to an existing structure should be discussed with The School before proceeding with the work.

#### 8.15 Housekeeping and Disposal of Materials

- Contractors must keep their work areas tidy and not allow rubbish or scrap to accumulate. If storage is necessary for material or waste, The School must be consulted so that, if appropriate, an area can be allocated for this purpose.
- Combustible waste must be removed from the premises frequently to minimise the risk of fire. Material should be stored safely, clear of access ways and fire routes.
- Material must not be thrown from height. If material has to be transferred from one level to another, proper arrangement must be made using skips, waste chutes or other proper transfer systems.
- All materials brought on the site and subsequently residual to the work, remain the property of the Contractor (unless already paid for by Hill House International Junior School) and must be disposed of by the Contractor, unless specific agreement is given in writing by the commissioning manager to use the sites' disposal facilities.
- The disposal of all wastes and effluent generated by the contractor is the responsibility of the Contractor to remove from the site in accordance with current legislation.
- For disposal of hazardous products, all disposal details, including authorised carrier, disposal site and method are to be supplied to Hill House International Junior School for their records.

#### 8.16 Spills and Leaks

- Contractors must take all reasonable steps to prevent spillages and leaks. Any which do occur must be dealt with immediately, every effort being made to contain any material involved.

#### 8.17 Accidents and Dangerous Occurrences

- Contractors must ensure their employees report all injuries, as soon as possible, by recording details in The School's Accident Book.
- The Contractor is responsible for notifying the H.S.E. of any injury, disease or dangerous occurrence on Hill House International Junior School's property as per RIDDOR Regulations.
- All reportable accidents or dangerous occurrences must be notified to the commissioning manager.
- The Contractor must nominate a competent person to have specific responsibility for all matters relating to safety. This person will liaise with the commissioning manager on all matters as required.
- The competent person should effectively monitor from time to time the Contractor's activities. Ensuring suitable health and safety precautions are properly implemented and that employees receive adequate information, instruction and training to understand the dangers and corresponding safeguards associated with the work.

#### 8.18 Occupational Health and Hygiene

- The Contractor shall ensure that all employees are medically fit to carry out their duties on the site.
- Hill House International Junior School reserves the right to eject from the site, any contractors' employees considered to be acting under the influence of alcohol or drugs, etc. The Contractor shall provide Hill House International Junior School with assessments of potential health hazards for their workers on the site conducted in accordance with the COSHH Regulations.

#### 8.19 Noise

- Contractors must implement suitable precautions to eliminate or control noise from plant and equipment brought onto site and must advise The School about noise above the statutory action levels so that persons who may be affected can be properly protected. Contractors must also comply with their legal duty under the Noise at Work Regulations.
- If applicable, signs identifying noisy areas will be displayed and Contractors must ensure their employees who work in these areas wear suitable hearing protection.

#### 8.20 Vehicles Under Power

- Contractors are not permitted to drive any type of vehicle other than delivery trucks and vans on School premises unless they have been specially selected, adequately trained and authorised in writing. Contractors must provide The School with written evidence of competency prior to allowing their employee to drive on School premises.
- Contractors must ensure:
  - Drivers always observe speed limits and give way to pedestrians and internal transport
  - Passengers are not carried on vehicles unless a proper seat and restraint has been provided for this purpose.
  - Personnel do not get on or off vehicles while in motion.
  - Vehicle loads are within safe limits, properly secured, and do not project beyond the vehicle body unless suitable precautions have been taken to avoid striking pedestrians, adjacent structures or other vehicles.
- Contractors must not bring vehicles onto School premises unless they are roadworthy and conform to current legal requirements.
- Vehicles supplied by Contractors must be properly maintained in accordance with the manufacturer's recommendations. Internal roadways must be kept clear except where permission has been given to load or unload. In such circumstances, the driver must remain with the vehicle in case it has to be moved in an emergency. Trailers may be uncoupled and parked in designated areas.

#### 8.21 Confined Spaces

- A confined space is defined in the Work in Confined Spaces Regulations 1997 as 'any place including any chamber, vat, silo pit, trench, pipe, flue, well or other similar space in which, by virtue of its enclosed nature, there arises a reasonably foreseeable specified risk'. The specified risks are: injury from fire or explosion; loss of consciousness from an increase in body temperature; loss of consciousness or asphyxia or from any gas, fume, vapour or lack of oxygen; drowning; asphyxia or from free flowing solids.
- Work should be under the control of a permit to work system and any person entering a confined space must be trained and deemed competent.
- The contractor should present a detailed risk assessment and method statement for the work to be done.



- Where the risk assessment deems it necessary, the atmosphere within the confined space should be tested for toxic and flammable gases and for oxygen levels.
- Any confined space entry incident can lead to multiple fatalities from people attempting to enter a toxic or oxygen depleted atmosphere to rescue those inside. It is essential that the contractor has emergency arrangements in place for any such eventuality.

#### 8.22 Record Keeping

- All records shall be kept in an easily retrievable management system for 3 years unless otherwise specified in current legislation.
- All records pertaining to work undertaken on the behalf of Hill House International Junior School will be made available upon request.

**The Contractor shall provide one copy of any drawings, manuals etc. as required for the files.**

#### 8.23 Safety Induction Training

- On site induction training will be required, in all instances, the level being determined by Hill House International Junior School's responsible Manager.

#### 8.24 Long Term Contractors/Facilities Management Services

- All contractors who provide an ongoing service(s) to Hill House International Junior School are defined as long term contractors/facilities management services.
- They will be subject to the terms and conditions of these guidelines in all respects.
- Hill House International Junior School will ensure that all appropriate risk assessments are made available to the contractor as required.
- An induction training package will be provided to all new Long Term Contractors, for the purpose of training all of their staff who will be employed on site.
- Contractors must liaise with the person managing their contract for Permit to Work instructions.

#### 8.25 Approved Contractors List

- Only those contractors who agree to the above terms and conditions will be included on Hill House International Junior School's approved contractors list

We agree to adhere to all of the above requirements when working on Hill House International Junior School's premises.

Contractors Name .....  
Contractors Address .....

Signed                      on                      Behalf                      of                      the                      Contracting                      School  
.....  
.....  
.....  
.....  
Print Name.....  
Date.....

## Contractors: On-site Control Checklist

**This form must be completed by the Property Bursar prior to commencement of work. It is the Property Bursar responsibility to ensure the following has been complied with:**

Question	Tick ✓		Comment
	Yes	No	
<b>Accidents</b>			
Have they been advised of the nearest first aider?			
Have they been advised of the nearest first aid box?			
Have they been advised of the accident reporting procedure?			
<b>Communication</b>			
Have the contractor and any sub-contractors signed in?			
Have they been advised who their host is?			
Have they been informed of the site facilities they may use?			
Have they advised their host of the name of their responsible person for health and safety?			
Have they been advised of any local hazards?			
Have your staff, where necessary, been advised of the hazards due to the work of the contractor?			
<b>Documentation Provided to the Contractor</b>			
Have they been provided with any appropriate risk assessments?			
Have they been provided with any appropriate COSHH safety data sheets?			
Have they been provided with asbestos records?			
Do they need a permit to work?			
<b>Documentation Provided by the Contractor</b>			
Have they provided risk assessments?			
Have they provided method statements?			
Have they provided evidence of certification? (i.e. electricians)			
Have they provided COSHH safety data sheets?			
<b>Electrical</b>			
Has any electrical equipment brought on site been checked to ensure that it has been PAT (portable electrical appliance) tested?			
Have they provided (if necessary) a residual current device (circuit breaker)?			
Have they been advised that a lock out, tag out or similar system must be operated at all times when required?			
<b>Emergencies</b>			
Have they read the health, safety and emergency information?			
Have they been advised of the location of the nearest fire extinguishing media?			
Have they been advised of their nearest assembly point?			
<b>Notices, etc.</b>			
Have warning notices been provided?			
Have barriers been provided?			
Have they been advised that they must leave their work in a safe condition at all times when they are not in attendance?			
<b>Storage</b>			
Has a safe area been provided (if required) for storage of their equipment/hazardous materials?			
<b>Waste</b>			
Have they been advised of waste procedures?			
Contractor's signature	Signature on behalf of Hill House International Junior School		
Date            /            /	Date            /            /		

## Control of Substances Hazardous to Health (COSHH) Policy

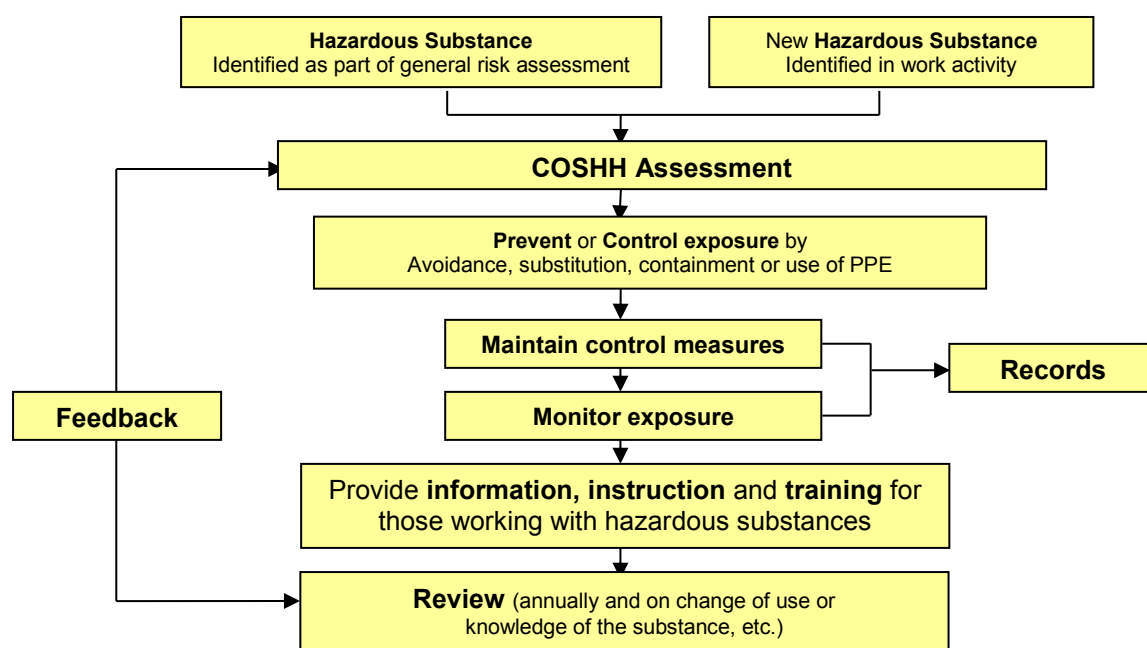
The Control of Substances Hazardous to Health Regulations aim to control the exposure of employees to hazardous substances encountered at work, therefore requiring employers to assess the risks from hazardous substances and take appropriate precautions.

COSHH was introduced to produce a systematic means of information on health and hazards to workers and to also place a general responsibility on employers to do all that is 'reasonably practicable' to ensure the health and safety of employees. To meet these regulations the school will:

1. Identify which substances are used in the everyday operation of the buildings.
2. Establish how each substance is used, the work practices and the method of handling, storing, etc.
3. Assess the exposure and risk to health of employees that may be affected by the process, either from one exposure, short-term or long-term exposure.
4. Agree upon the action required to reduce the exposure where an assessment indicates an unacceptable exposure or risk. Suggestions are:
  - to remove the substance from use;
  - make changes to work practice;
  - to use a less hazardous substance;
  - to use a less hazardous form of the same substance;
  - to improve the environment by possible ventilation or exhaust extraction;
  - to introduce control measures.
5. Complete the initial assessment and assessment reports. These must be retained on site for viewing by the Environmental Health Officer/Health and Safety Executive.

Where it is appropriate for the protection of the health of employees who are, or are liable to be, exposed to a substance hazardous to health, The School will ensure that such employees are under suitable health surveillance.

The School will ensure that employees are trained in the use of hazardous substances.



## COSHH Information

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- Material safety data sheets (MSDS) will be provided for all hazardous substances held on site.
- The COSHH inventory will be held and updated by The Housekeeper.
- All containers must be clearly labelled.
- If there is any doubt about the contents of a container, the contents are to be disposed of in accordance with current legislation.
- Should there be deterioration or evidence of adulteration by impurities the material is to be disposed of in accordance with current legislation.
- All personnel using hazardous substances will be provided with sufficient instruction and advice to ensure their safe use.

### Frequently asked questions

Question: What is COSHH?

Answer: The Control of Substances Hazardous to Health.

Question: What does that mean to me and why should I learn about COSHH?

Answer: You should learn about COSHH because your personal health and safety could be at risk when you come into contact with hazardous materials if you don't. The COSHH system provides you with the knowledge to guard against any hazards you may face. The legislation insists that employers provide:

- Training to understand those hazards
- Adequate information, from a Material Safety Data Sheet provided by the supplier of the product to know what to do if you have an accident with it.
- The correct protective measures to be taken when using that product.

Question: Where will I find this Material Safety Data Sheet?

Answer: It is not always a separate piece of paper, a limited amount of information/safety data will often be found as part of the label on the container. So read these instructions very carefully before use. If you don't understand the hazards, ask your Line Manager!

Question: How do I recognise a hazardous material?

Answer: Look for the hazard warning symbols on the containers/sacks.

Question: What are these protective measures?

Answer: Usually this means wearing protective clothing such as masks to guard against dust or fumes, or gloves safety shoes, goggles, etc.

Question: What should I do if a material doesn't have a MSDS/ information on the label?













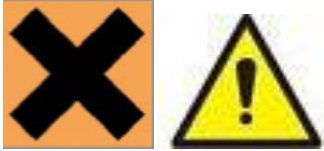




Answer: Tell your Line Manager, who will get the information for you.

Question: I think I use some hazardous products, how can I find out more about COSHH?

Answer: Talk to your Line Manager who will advise you and, if necessary, arrange training for you.

**The COSHH Regulations are there to help you to work safely with hazardous products. Make sure you know what to do.**

## New COSHH Symbols

Old Symbol	New Symbol	Category
		Aquatic toxicity, pollutant
		Toxic
		Corrosive
		Explosive
		Flammable
		Oxidising
		Less serious health hazards such as skin irritancy/sensitisation Symbol previously meant warning
		Compressed or liquefied gas
N/A		Sensitiser, carcinogen, mutagen or teratogen

[illegible]

## COSHH Task Assessment

The first page details the conclusions arrived at from completing all sections from Section 7 onwards.

1	Department	
2	Area under assessment	
3	Assessor/s	
4	Conclusions	
5	Signature of Assessor/s	
	Date	

6	<b>List all finished product/s produced in this area</b>

7	a	<b>What hazardous substances are present? Please list both the main hazardous products used during the process and any hazardous products which are ancillary to the process, e.g.</b>
		List products used during process
		List ancillary products
	b	<b>What product is manufactured from the hazardous substances used from the above lists (if any)?</b>
		Are Health and Safety Data Sheets available for:
		<i>Products used during process</i>
		<i>Ancillary products</i>
		<i>The product manufactured from the above</i>
		Assess which is (are) the most hazardous substance(s) in list
	c	<b>State approximate usage for each hazardous substance in 7a.</b> Indicate whether it is in continuous, steady or infrequent use. Also note any factor which would increase exposure of persons at work.
	d	<b>Note any nuisance dusts present in the area.</b> (Either created by the work involved or brought into the area)

Process Details		
8	a	Give a brief description of the process, highlighting any part of the process at which personnel are exposed to hazardous substances
	b	How many personnel are involved, for what length of time? (List permanently employed personnel)
	c	Make comment on exposure potential, highlighting any part of the process in which exposure is increased.
	d	What is the procedure in event of spillage or breakdown

Control Measures		
9	a	<b>Local Exhaust Ventilation</b> Give details of the equipment present
		Is LEV tested to ensure continued compliance?
		<b>Is the area air conditioned?</b>
		<b>If Yes:</b>
		Details of specification
		Date of assessment & measured performance
		Is there a planned maintenance programme (give details)
		<b>Containment Arrangements</b> - Detail below:
	b	<b>Personal Protective Equipment</b> List equipment with Ref. Code
	<b>Is equipment:</b>	
	Issued with signature?	
	Maintained via pre-planned maintenance schedule?	
	Checked for suitability?	
	Are personnel trained in its use?	



9	c	<b>Organisational arrangements which might minimise exposure (risk assessments, etc.)</b>	
		Are there safe working practices written? If yes, please list.	
		Are there risk assessments completed?	
		List training given	

10	<b>What provision is made for medical supervision or surveillance (if required)</b>		
	Detail facilities available:		
	Numbers of First Aiders in this area		
	First aid room available?		
	Nurse available?		
	Health surveillance programme in place (give details)		
Is monitoring done?		yes <input type="checkbox"/> no <input type="checkbox"/>	If yes, please append the results
Is instruction and training given?		yes <input type="checkbox"/> no <input type="checkbox"/>	
Have employees been instructed/trained in the use of the substance?		yes <input type="checkbox"/> no <input type="checkbox"/>	
Is further action required to comply with the regulations?		yes <input type="checkbox"/> no <input type="checkbox"/>	
If yes, please give details			

Signed	Date    /    /	Date of reassessment    /    /
Title:		

## Display of Notices

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The School will ensure that there is displayed information in the form of notices, documents and other articles as follows:

- **The Health and Safety Information for Employees Regulations**

This requires employers to bring to the attention of their employees information relating to general requirements, duties, etc. under, health and safety law. The School will display a poster in each building. However, the distribution of a leaflet to each employee with the full detail required will fulfil the requirements of the Regulations.

- **Employers Liability (Compulsory Insurance) Act**

This act places a duty on employers to take out and maintain approved insurance policies with authorised insurers against liability for bodily injury or disease sustained by their employees during the course of their employment. The School is required to display an up-to-date Certificate of Insurance at each place of business for the information of employees.

- **Health and Safety (Safety Signs and Signals) Regulations**

All safety signs, regardless of when they were erected or placed, must comply with this regulation. The Regulations also lay down requirement for:

- emergency escape signs;
- fire-fighting signs;
- signs on containers and pipes;
- identification and location of fire-fighting equipment;
- signs for obstacles and traffic routes;
- illuminated signs;
- acoustic signals;
- verbal, communication and hand signals;
- periodic inspection to confirm that standards are maintained.

The types of signs specified are as follows:



### **Prohibition Signs**

These must be round with a white background, red border and cross bar. Symbols must be black and placed centrally on the background without obliterating the cross bar. These signs mean that something **must not** be done.



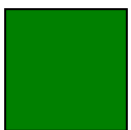
### **Warning Signs**

These must be triangular with a yellow background, black border and black symbol which is centrally placed. These signs warn of a particular hazard.



### **Mandatory Signs**

These must be round with a blue background and white symbol. These signs state what action must be carried out, e.g. wear protective equipment.



### **Safe Condition Signs**

These must be square or oblong with white symbols on a green background. These signs indicate safe conditions such as first aid points or emergency routes.

## **Display Screen Equipment Policy**

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The school will meet its obligation within the Health and Safety (Display Screen Equipment) Regulations (DSE) by assessing health and safety risks, providing employees with suitable working conditions for working on display screen equipment (all alpha-numeric and graphic display screens, laptops, microfiche, process control screens and screens used to display line drawings, graphs, charts or computer generated graphics, but not television or film pictures) and to provide appropriate information and training.

### **Operator/Computer Interface**

In designing, selecting, commissioning and modifying software and in designing tasks using display screen equipment, The School will ensure that the software is suitable for the tasks, the systems display information is in a format and at a pace which is adapted to operators, and that the principles of software ergonomics are applied.

### **Prevention of Fatigue**

Whenever possible, jobs at display screens will be designed to consist of a mix of screen-based and non-screen based work to prevent fatigue and to vary visual and mental demands. Where spells of intensive display screen work are undertaken without being integrated with non-screen work, such as data or text entry tasks, employees will ensure that this work is occasionally broken with non-screen work before the onset of fatigue. Short frequent breaks prove more beneficial than long, less frequent ones.

### **Display Screen and Workstation Assessments**

DSE assessments will be undertaken for all "Users" on an annual basis. The assessment will include Posture, Seating, Training, the display screen and monitor, the keyboard and workstation, the environment, cleaning and ancillary equipment, activity levels, homeworking, use of laptops and telephones. The assessment will also take account of health issues such as WRULD's, headaches, eyestrain and other health issues. Any required remedial actions will be taken to reduce all hazards to lowest reasonably practicable level.

### **User's Eyesight**

If an employee feels that their eyesight is deteriorating as a result of their working at the display screen, then the Health and Safety contact should be contacted with a view to arranging an eye test. Where tests indicate that vision is defective for the distance at which screens are viewed (normally 50-70cm) the employee will be informed and referred to an ophthalmic optician for examination.

The cost of this examination and, if necessary, the supply of corrective appliances prescribed to correct vision defects at the normal display screen viewing distance, will be borne by the school. These additional spectacles for display screen work will be to the design and cost agreed in advance to the school. If employees choose spectacles or lenses to correct distances other than display screen viewing distance The School will only contribute a cost attributable to the requirements of the display screen work involved. If, however, users are prescribed, as results of test, spectacles or lenses to correct eye defects or vision defects at distances other than at which the screen is viewed, the school will not be responsible for the cost.

## **Display Screen Equipment Procedure**

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### **Individual Health and Safety Guidelines**

The Health and safety contact will arrange an assessment of individual workstations, display screen equipment and workplace according to ergonomic principles as specified here and in the Regulations, with respect to the requirements for display screen equipment design and workplace layout. Where appropriate, health and safety training will be provided to employees with the aim to increase the users competence to use the workstation equipment safely and reduce risk to their health.

Completed DSE Workstation Analysis forms will be sent to the Health and Safety contact.

Where appropriate, the school will provide all new employees with a DSE workstation analysis as part of their induction to The School.

All DSE workstation assessments will be reviewed on an annual basis or when a workstation significantly changes.

## Display Screen Equipment Eye / Eyesight Test Approval

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Hill House International Junior School

Name and address of optician

Your ref: \_\_\_\_\_ Date: \_\_\_\_\_

Dear Sirs

We require the bearer of this letter to undergo an eye examination related to their work with DSE equipment. Please complete and return the attached report after the eye examination to the patient. The following details of working condition of this DSE Operator are provided for your information.

1. Working distance (cm) from eyes to:

Screen: \_\_\_\_\_

Keyboard: \_\_\_\_\_

Documents: \_\_\_\_\_

2. Number of hours DSE usage per day: \_\_\_\_\_

3. Approximate date of commencing DSE work \_\_\_\_\_

Yours sincerely

NAME  
Position

## Display Screen Equipment Eye-Test Report

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Optician's name, address, etc.

Hill House International Junior School

Dear \_\_\_\_\_,

Name \_\_\_\_\_

Date of examination \_\_\_\_\_

I have carried out an eye and eyesight test for the above patient, in accordance with the Opticians Act 1989, to comply with The Health and Safety (Display Screen Equipment) Regulations 1992.

My findings are as follows (please tick where applicable):

- A ☐ Spectacles not required/no change in current prescription.
- B ☐ Spectacles required for general use.
- C ☐ Spectacles are required incorporating a special prescription for DSE use.
- D ☐ Spectacles are required solely for DSE use.

Retest date recommended: \_\_\_\_\_

Further comments: \_\_\_\_\_

Signed (Optometrist): \_\_\_\_\_

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

## Display Screen Equipment Self-Assessment Form

Your name in full	Hill House International Junior School
Building	How long do you spend using your computer each day?
Section	To whom do you report?
Telephone no(s)	Date of assessment                      /                      /
Are you using a laptop or desktop/tower PC?	Is this equipment at home or in the school?

**Please ensure you read the User Guidebook *before* completing this form**

A	Education and Training	Y	N	Considerations	Comments
1	Has your present employer made available to you health and safety training in the use of your workstation?				
2	Has your present employer made available to you documented information concerning the risks of using display screen equipment?			Have you been given a DSE user guidebook?	
3	Are you aware of the availability of eyesight tests provided by your employer?			Is an eyesight test required? Contact your line manager	
4	Is the software suitable for your tasks?			Do you require further training?	

B	Posture	Y	N	Considerations	Comments
1	Are you aware of the correct posture for DSE usage?			Check your DSE user guidebook	
2	Do you sit face on to the monitor (i.e. not at an angle)?			Avoid upper body twisting	
3	Is the monitor positioned at the correct comfortable viewing distance?			Is it too close/too far?	
4	Is there sufficient space on the workstation to correctly re-position the monitor?			Is there sufficient desk depth?	

You must be at the correct height to avoid typing with wrists bent down or back. Your forearms should be horizontal (parallel with the desk surface). Height of chair may need adjusting.

Your feet must be flat on the floor (or footrest) with thighs parallel to floor without experiencing any pressure from the seat on the backs of the legs.

The seat depth must be sufficient to provide full support or to avoid hitting backs of calves.

C	Chair	Y	N	Considerations	Comments
1	Is your chair stable and correctly functioning?			Check for broken castors, etc.	
2	Is the chair comfortable?			Do you know how to adjust it?	
3	Is the seat height adjustable?				
4	Is the back rest height adjustable?			Does it move up and down?	
5	Is the back rest rake adjustable?			Does it move forward and back?	
6	Does the chair have castors?			Does it have a 5 wheel base?	
7	Are you satisfied with the chair arms? N/A <input type="checkbox"/>			Do they collide with the desk?	
8	Can you use all the mechanisms for adjusting the chair?				
9	Is the floor under your chair in good condition?			Check for torn carpets, etc.	

D The Display Screen		Y	N	Considerations	Comments
<b>The image on the screen</b>					
1	Is the information on the screen clearly defined and easy to read?			The screen may need cleaning. The font size, text and background colours may need changing.	
2	Are the brightness and contrast controls adequate and easily adjustable?			Find where the buttons are.	
3	Is the image stable and flicker free?			If not, report this to the IT Dept.	
<b>The monitor</b>					
1	Monitor type: CRT <input type="checkbox"/> Flat screen <input type="checkbox"/> Laptop <input type="checkbox"/>				
2	Is the monitor able to pivot and tilt?				
3	Is the monitor at a comfortable height?			Eyeline should be level with top of screen. Move off CPU?	
	If no:			Are monitor blocks required?	
	Is it too high/on CPU or stand? <input type="checkbox"/>				
	Is it too low? <input type="checkbox"/>				

E Keyboard		Y	N	Considerations	Comments
1	Is the keyboard angle and height adjustable?			Most keyboards have fold out legs	
2	Are the key symbols adequately readable?				
3	Is the keyboard stable whilst in use?			Does it move when you type?	

F Workstation		Y	N	Considerations	Comments
1	Rectangular <input type="checkbox"/> Right angled <input type="checkbox"/> Curved <input type="checkbox"/>				
2	Is the workstation suitable for computer usage? If no, tick reason:				
	Desk too small <input type="checkbox"/> Desk too narrow (depth) <input type="checkbox"/> CPU to be removed <input type="checkbox"/>				
3	Is there adequate free space on the work surface?			Clear any clutter and use filing trays	
4	Is the work surface free from sharp corners, edges or protruding parts?				
5	Is there adequate space on the work surface in front of the keyboard to support hands and arms if required?			Try pushing the keyboard back. A separate support may be needed.	
6	Is there adequate leg room under the desk? If no, tick reason			Relocate any boxes, CPU, etc.	
	Pedestal <input type="checkbox"/> CPU <input type="checkbox"/> Boxes <input type="checkbox"/> Other <input type="checkbox"/>				
7	Is storage space available for personal belongings/filing?			Is filing storage required? Avoid placing bags, briefcases, etc. in walkways.	
8	Is the layout of the desktop equipment e.g. telephones etc., satisfactory?			If not, rearrange. Avoid cradling telephone handset between chin/shoulder	
9	Have all obstructions and hazards (especially tripping hazards) been eliminated in your work area? If no, tick reason				
	Cable <input type="checkbox"/> Torn carpet <input type="checkbox"/> boxes <input type="checkbox"/> Floor box <input type="checkbox"/> Other <input type="checkbox"/>			Avoid trailing cables. Ensure floor boxes are closed flush.	

G Ancillary Equipment		Y	N	Considerations	Comments
1	Is a copyholder in use at this workstation?			This will avoid over-flexing neck muscles. Is a copyholder required?	Required Y/N
2	Is a footrest in use at this workstation?			This can improve your posture.	Required Y/N

H Cleaning		Y	N	Considerations	Comments
1	Are cleaning materials available for the: screen? keyboard?			These should be kept clean	Required Y/N



I	Lighting	Y	N	Considerations	Comments
1	Have glare and/or reflections on the DSE screen been eliminated e.g. from lights, desks, windows, open blinds, walls, etc.?			You may need to move the screen or desk. A screen filter may be necessary	
2	Does the general office lighting enable you to view the screen clearly?			Too dark or light?	
3	Is the lighting suitable for all office tasks?			Too dark or light?	
4	Is a task lamp in use at this workstation?			Is a task lamp required?	
5	Have adequate window blinds been provided?			Are they working? Do they block sunlight?	

J	Noise	Y	N	Considerations	Comments
1	Are the general noise levels in your work area acceptable?			A noise reading or screening may be required	

K	Atmosphere	Y	N	Considerations	Comments
1	Is the temperature adequate to prevent discomfort from excess heat/cold?			Do you know how to adjust the controls?	
2	Is the humidity adequate to avoid discomfort from dry eyes?			Please circle if: too hot/too cold/variable/draughty/review heating/air con. required	
3	Is the workstation free from dust collection?				
4	Is the workstation free from smells/odours?				

L	Workstation Activity Levels	Y	N	Considerations	Comments
1	Do you take breaks away from the screen every hour (5 minutes per hour)?			Not necessarily away from your desk, just the screen	
2	Can you change activities to avoid eye strain?			e.g. photocopying, making/taking calls.	
3	Are you aware of any exercise programme to defeat DSE fatigue?			Please refer to DSE user guidebook	

M	Reporting	Y	N	Considerations	Comments
1	Do you know whom to report if you are experiencing problems (e.g. health and/or equipment) regarding the workstation?				

N	Health Monitoring	Y	N	Considerations	Comments
1	Are you free from any physical or visual discomfort whilst working at your computer? If no, give details of:			Please circle if experiencing discomfort as follows or specify on the right:	
	symptoms you regularly experience (see right)			Headache/eye strain/ blurred vision	Have you had a recent eye test?
	frequency of symptoms:			Neck ache	Your monitor may be at an incorrect height
	Hourly <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/>			shoulder ache	Try moving the mouse closer
	Occasionally <input type="checkbox"/> During work <input type="checkbox"/> After work <input type="checkbox"/>			Back ache	Try adjusting the chair's back support
				Wrist ache	A wrist rest may be beneficial, especially for 'think time'
2	Are you free from strains or aches of the hand when using:			Are you currently consulting with GP or Physiotherapist?	Y/N
	computer mouse?			Are you using the correct size/shape mouse?	
	computer keyboard?			Is an ergonomic keyboard required?	Y/N

O	Laptop Users	Y	N	Considerations	Comments
1	Is there a docking station in use?			Is a separate keyboard or mouse required?	
	If no, is your laptop usage:			Are raiser blocks required? If so, how many (in 25mm increments)	
	Heavy <input type="checkbox"/> Average <input type="checkbox"/> Light <input type="checkbox"/>				

P Telephone Work		Y	N	Considerations	Comments
1	Do you use a telephone and work on the computer at the same time?			Is a telephone headset required?	
	If yes, how much time is spent, on average per week?				

Q Homework		Y	N	Considerations	Comments
1	Do you use a computer at home for office related work?			Is an assessment required?	
	If yes, how many hours do you use it for work on average per week?				
2	Is the workstation set up suitable?			Correct chair, desk, etc.	

R Miscellaneous		Y	N	Considerations	Comments
1	Are there any other matters you wish to raise concerning your workstation? If yes, please give details below				

I give permission for the information to be shared with my Employer

User's signature		Date completed	/	/
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Please return this form as soon as possible to the health and safety contact

Assessment checked by		Any further action required?	Y/N	Follow up action completed on	/	/
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# Display Screen Equipment Workstation Assessment Form

User name	Tel / extension
Building	To whom do you report?
Section	Date of assessment                      /                      /
How long do you spend using your computer each day?	Consultant/Assessor

## A Health Monitoring

- 1 Are you free from any symptoms of stress, physical or visual discomfort whilst working at your computer? If no, give details of symptoms you regularly experience and frequency of symptoms:

Hourly ☐ Daily ☐  
Weekly ☐ Occasionally ☐  
During work ☐ After work ☐ Weekends ☐

- 2 Are you free from strains or aches of the hand when using your mouse and/or keyboard (specify):
- 3 If you answered "no" to questions A1 or A2 above, have you reported this to your line manager or HR?

Y	N	Comments and recommendations
---	---	------------------------------

Headache	<input type="checkbox"/>	Advised to see GP	<input type="checkbox"/>
Eye strain	<input type="checkbox"/>	Consulting with GP	<input type="checkbox"/>
Blurred vision	<input type="checkbox"/>	Poor posture	<input type="checkbox"/>
Neck ache	<input type="checkbox"/>	Ergo keyboard req'd	<input type="checkbox"/>
Back ache	<input type="checkbox"/>	New mouse req'd	<input type="checkbox"/>
Shoulder ache	<input type="checkbox"/>	Mouse mat required	<input type="checkbox"/>
Arm	<input type="checkbox"/>	Wrist rest required	<input type="checkbox"/>
Wrist ache	<input type="checkbox"/>		
Hand ache	<input type="checkbox"/>		
Other (specify)		Mouse mat in use	<input type="checkbox"/>
		Wrist rest in use	<input type="checkbox"/>

## B Education and Training

- 1 Has your present employer made available to you health and safety training in the use of your workstation?
- 2 Has your present employer made available to you documented information concerning the risks of using display screen equipment?
- 3 Are you aware of the correct posture for DSE usage?
- 4 Do you sit face on to the monitor?
- 5 Are you aware of the availability of eyesight tests provided by your employer?
- 6 When was your last eye sight test?
- 7 Is the software suitable for your tasks?

User Guidebook issued	<input type="checkbox"/>
Advised	<input type="checkbox"/>
Reposition monitor	<input type="checkbox"/>
Advised	<input type="checkbox"/>
Requested	<input type="checkbox"/>
Further training req'd	<input type="checkbox"/>

### C Workstation Activity Levels

- 1 Do you take breaks away from the screen every hour (5 minutes per hour)?
- 2 Can you change activities to avoid eye strain?
- 3 Are you aware of any exercise programme to defeat DSE fatigue?

Encouraged the user to take break away from the screen and to always take a lunch break away from the desk	<input type="checkbox"/>
Referred to DSE User's Guide	<input type="checkbox"/>

## D Reporting

- 1 Do you know whom to report if you are experiencing problems (e.g. health, stress and/or equipment) regarding the workstation and working in general?

Advised	<input type="checkbox"/>
---------	--------------------------

		Y	N	Comments and recommendations		
<b>E Chair</b>						
1	Is your chair stable and correctly functioning?	<input type="checkbox"/>	<input type="checkbox"/>	Replace <input type="checkbox"/>	Repair <input type="checkbox"/>	<input type="checkbox"/>
2	Is the chair comfortable?	<input type="checkbox"/>	<input type="checkbox"/>	Adjusted <input type="checkbox"/>		
3	Is the seat height adjustable?	<input type="checkbox"/>	<input type="checkbox"/>			
4	Is the back rest height adjustable?	<input type="checkbox"/>	<input type="checkbox"/>			
5	Is the back rest angle adjustable?	<input type="checkbox"/>	<input type="checkbox"/>			
6	Does the chair have castors/gliders?	<input type="checkbox"/>	<input type="checkbox"/>			
7	Are you satisfied with the chair arms? N/A <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Remove arms <input type="checkbox"/>	Replace with adjustable arms <input type="checkbox"/>	<input type="checkbox"/>
8	Can you use all the mechanisms for adjusting the chair?	<input type="checkbox"/>	<input type="checkbox"/>			
9	Is the floor under your chair in good condition?	<input type="checkbox"/>	<input type="checkbox"/>	Provide chair mat <input type="checkbox"/>	Chair assessment required <input type="checkbox"/>	<input type="checkbox"/>
10	Is the chair suitable for the user?	<input type="checkbox"/>	<input type="checkbox"/>			

<b>F Workstation</b>						
1	Rectangular <input type="checkbox"/> Right angled <input type="checkbox"/> Curved <input type="checkbox"/>					
2	Is the workstation suitable for computer usage? If no, tick reason: Desk too small <input type="checkbox"/> Desk too narrow <input type="checkbox"/> CPU to be removed <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		New workstation required <input type="checkbox"/>	<input type="checkbox"/>
3	Is there adequate free space on the work surface?	<input type="checkbox"/>	<input type="checkbox"/>			
4	Is the work surface free from sharp corners, edges or protruding parts?	<input type="checkbox"/>	<input type="checkbox"/>			
5	Is there adequate space on the work surface in front of the keyboard to support hand and arms if required?	<input type="checkbox"/>	<input type="checkbox"/>		Keyboard support required <input type="checkbox"/>	<input type="checkbox"/>
6	Is there adequate leg room under the desk? If no, tick reason Pedestal <input type="checkbox"/> CPU <input type="checkbox"/> Boxes <input type="checkbox"/> Other <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Corner plate req'd <input type="checkbox"/>	<input type="checkbox"/>
7	Is storage space available for personal belongings/filing?	<input type="checkbox"/>	<input type="checkbox"/>	Reposition CPU <input type="checkbox"/>	CPU holder <input type="checkbox"/>	<input type="checkbox"/>
8	Is the layout of the desktop equipment e.g. telephones etc., satisfactory?	<input type="checkbox"/>	<input type="checkbox"/>	Improve storage <input type="checkbox"/>	Filing storage required <input type="checkbox"/>	<input type="checkbox"/>
9	Have all obstructions and hazards (especially tripping hazards) been eliminated in your work area? If no, tick reason Cable <input type="checkbox"/> Torn carpet <input type="checkbox"/> boxes <input type="checkbox"/> Floor box <input type="checkbox"/> Other <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reposition telephone <input type="checkbox"/>	Rearrange desktop equipment <input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	Cable tidies/management required <input type="checkbox"/>		

<b>G The Display Screen</b>						
1	Computer type: Desktop/tower <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> laptop <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>					
2	Monitor type: CRT <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Flat screen <input type="checkbox"/> <input type="checkbox"/> Laptop <input type="checkbox"/>					
3	Is the monitor positioned at the correct comfortable viewing distance?	<input type="checkbox"/>	<input type="checkbox"/>	Too close <input type="checkbox"/>	Monitor arm required <input type="checkbox"/>	<input type="checkbox"/>
4	Is the monitor at a comfortable height? If no, is it too high/on CPU or stand? <input type="checkbox"/> Is it too low? <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Too far <input type="checkbox"/>	Flat screen required <input type="checkbox"/>	<input type="checkbox"/>
5	Is there sufficient space on the workstation to correctly re-position the monitor?	<input type="checkbox"/>	<input type="checkbox"/>		Height adjusted <input type="checkbox"/>	<input type="checkbox"/>
6	Is the monitor able to pivot and tilt?	<input type="checkbox"/>	<input type="checkbox"/>	Raiser monitor <input type="checkbox"/>		
7	Is the information on the screen clearly defined and easy to read?	<input type="checkbox"/>	<input type="checkbox"/>	Move off CPU <input type="checkbox"/>	No. of 25mm blocks <input type="checkbox"/>	
8	Are the brightness and contrast controls adequate and easily adjustable?	<input type="checkbox"/>	<input type="checkbox"/>	User satisfied <input type="checkbox"/>	User satisfied <input type="checkbox"/>	<input type="checkbox"/>
9	Is the image stable and flicker free?	<input type="checkbox"/>	<input type="checkbox"/>		Move desk forward <input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	IT to investigate <input type="checkbox"/>	Insufficient desk depth <input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	IT to advise <input type="checkbox"/>		

	Y	N	Comments and recommendations
<b>H Laptop Users</b>			
1 Is there a docking station or lap pack in use? If no, is your laptop usage:	<input type="checkbox"/>	<input type="checkbox"/>	<div style="display: flex; justify-content: space-between;"> <div> Lap pack required <input type="checkbox"/>  Heavy <input type="checkbox"/> Average <input type="checkbox"/> Light <input type="checkbox"/> </div> <div> or:  Separate keyboard <input type="checkbox"/>  Separate monitor <input type="checkbox"/>  Separate mouse <input type="checkbox"/> </div> </div>
<b>I Keyboard</b>			
1 Is the keyboard angle and height adjustable?	<input type="checkbox"/>	<input type="checkbox"/>	<div style="display: flex; justify-content: space-between;"> <div> Repair/replace <input type="checkbox"/>  Provide mat <input type="checkbox"/> </div> </div>
2 Are the key symbols adequately readable?	<input type="checkbox"/>	<input type="checkbox"/>	
3 Is the keyboard stable whilst in use?	<input type="checkbox"/>	<input type="checkbox"/>	
4 Are all the keys working?	<input type="checkbox"/>	<input type="checkbox"/>	
5 Has glare on the keyboard from overhead lighting been avoided?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>J Ancillary equipment</b>			
1 Is a copyholder in use at this workstation?	<input type="checkbox"/>	<input type="checkbox"/>	<div style="display: flex; justify-content: space-between;"> <div> Copyholder required <input type="checkbox"/>  Footrest required/requested <input type="checkbox"/>  Audio footrest required <input type="checkbox"/> </div> </div>
2 Is a footrest in use at this workstation?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>K Mobile Communication Devices</b>			
1 Do you use a Blackberry or similar device for business use?	<input type="checkbox"/>	<input type="checkbox"/>	<div style="display: flex; justify-content: space-between;"> <div> Advised that if full sized DSE equipment is available, it must be used. <input type="checkbox"/>  Advised to avoid prolonged use in poor working environments (e.g. in poor lighting or where the device has to be hand-held in awkward positions). <input type="checkbox"/> </div> </div>
2 If yes, how much time is spent using this, on average per week?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>L Cleaning</b>			
1 Are cleaning materials available for the: Screen? Keyboard? Telephone?	<input type="checkbox"/>	<input type="checkbox"/>	<div style="display: flex; justify-content: space-between;"> <div> Cleaning kit recommended <input type="checkbox"/> </div> </div>
<b>M Lighting</b>			
1 Have glare and/or reflections on the screen been eliminated e.g. from lights, desks, windows, etc.?	<input type="checkbox"/>	<input type="checkbox"/>	<div style="display: flex; justify-content: space-between;"> <div> Too bright <input type="checkbox"/>  Too dull <input type="checkbox"/> </div> <div> Screen filter required <input type="checkbox"/> </div> </div> <div style="display: flex; justify-content: space-between;"> <div> Remove bulbs <input type="checkbox"/> </div> </div> <div style="display: flex; justify-content: space-between;"> <div> Task lamp required <input type="checkbox"/> </div> </div> <div style="display: flex; justify-content: space-between;"> <div> Repair blinds <input type="checkbox"/> </div> <div> Provide adequate window blinds <input type="checkbox"/> </div> </div>
2 Does the general office lighting enable you to view the screen clearly?	<input type="checkbox"/>	<input type="checkbox"/>	
3 Is the lighting suitable for all tasks?	<input type="checkbox"/>	<input type="checkbox"/>	
4 Is a task lamp in use at this workstation?	<input type="checkbox"/>	<input type="checkbox"/>	
5 Have adequate window blinds been provided?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>N Noise</b>			
1 Are the general noise levels in your work area acceptable?	<input type="checkbox"/>	<input type="checkbox"/>	<div style="display: flex; justify-content: space-between;"> <div> Noise assessment <input type="checkbox"/> </div> <div> Screening <input type="checkbox"/> </div> </div>
<b>O Atmosphere</b>			
1 Is the temperature adequate to prevent discomfort from excess heat/cold?	<input type="checkbox"/>	<input type="checkbox"/>	<div style="display: flex; justify-content: space-between;"> <div> Too hot <input type="checkbox"/> </div> <div> Air conditioning unit required <input type="checkbox"/> </div> </div> <div style="display: flex; justify-content: space-between;"> <div> Too cold <input type="checkbox"/> </div> <div> Review heating <input type="checkbox"/> </div> </div> <div style="display: flex; justify-content: space-between;"> <div> Variable <input type="checkbox"/> </div> <div> Too draughty <input type="checkbox"/> </div> </div>
2 Is the humidity adequate to avoid discomfort from dry eyes?	<input type="checkbox"/>	<input type="checkbox"/>	
3 Is the workstation free from dust collection?	<input type="checkbox"/>	<input type="checkbox"/>	
4 Is the workstation free from odours?	<input type="checkbox"/>	<input type="checkbox"/>	

	Y	N	Comments and recommendations
<b>P Telephone Work</b>			
1 Do you use a telephone and work on the computer at the same time? If yes, how much time is spent, on average per week?	<input type="checkbox"/>	<input type="checkbox"/>	<div>Headset in place <input type="checkbox"/></div> <div>Headset required <input type="checkbox"/></div>
<b>Q Homework</b>			
1 Do you use a computer at home for office or personal use? If yes, how many hours do you use it for work on average per week?	<input type="checkbox"/>	<input type="checkbox"/>	<div>Business use <input type="checkbox"/></div> <div>Personal use <input type="checkbox"/></div>
2 Does your employer require you to work at home, e.g. is it part of your contract agreement?	<input type="checkbox"/>	<input type="checkbox"/>	
3 Is the workstation set up suitable?	<input type="checkbox"/>	<input type="checkbox"/>	Assessment required/ recommended <input type="checkbox"/>
<b>S General Comments</b>			
1 Are there any other matters you wish to raise concerning your workstation? If yes, please give details.	<input type="checkbox"/>	<input type="checkbox"/>	

General DSE/health and safety awareness training given at the time of the assessment.

I confirm the contents of the above assessment have been discussed fully with me and I give permission for the information to be shared with my Employer

User's signature	Date discussed with assessor / /
Assessor's signature	Date / /

**For client use:**

Action taken	By whom	Date / /
The above action has been taken and I am now satisfied with the workstation arrangements. I will keep my line manager informed should the situation change or if any health issues develop.	User's signature	

# Driving Policy

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## Introduction

This policy is designed to provide sufficient information to enable you to understand how accidents can be prevented notwithstanding the incorrect actions of other drivers or adverse driving conditions.

Under health and safety regulations there could be serious penalties for the individual and the school in the event of accident/injury resulting from him/her using a hand-held mobile phone whilst driving. Because this is an illegal and unsafe practice, employees are reminded that they must not use hand-held mobile phones (making or taking calls and texting) whilst driving in the course of their work.

All School vehicles will display a no-smoking sign and all employees will observe this.

## Risk Assessment

The school follows the 5-Step Approach to assessing the risks when driving on behalf of The School. Further information on this can be found at:

<http://www.hse.gov.uk/pubns/indg163.pdf>

The following publication contains further information:

Driving at Work: Managing Work-related Road Safety INDG382

<http://www.hse.gov.uk/pubns/indg382.pdf>

## Driving Procedure

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### **Be Legal**

#### **(As per the Road Traffic Act and Road Vehicle (Construction and Use) Regulations**

You must:

- Ensure that your vehicle whether you're own or that of the school, is maintained in a good condition and serviced in line with the manufacturer's guidelines. Prompt action must be taken to ensure that any defects, which may affect safety, are fixed.
- Ensure your driver's licence, insurance (which must cover business usage), MOT and Road Tax are current and in order and that you have provided copies of these to the school.
- Ensure, where relevant, that your driver's LGV/PSV driving credentials are in order.
- Be fit to drive. Any major health condition likely to affect driving **MUST** be reported to the Driver and Vehicle Licensing Agency (DVLA).
- Wear seat belts at all times as a driver or as a passenger (this includes the wearing of rear seat belts where fitted). Expectant mothers must only use a lap/diagonal seat belt rather than a lap only seat belt. Children must use child seats appropriate to their weight and size and fitted in accordance with the manufacturer's instructions.
- Follow the Highway Code. An on-line copy is available as follows:  
[http://www.direct.gov.uk/en/TravelAndTransport/Highwaycode/index.htm?cids=Google\\_PPC&cre=Motorists](http://www.direct.gov.uk/en/TravelAndTransport/Highwaycode/index.htm?cids=Google_PPC&cre=Motorists)
- Observe speed limits and drive at a speed appropriate to the conditions.
- Refrain from "drink driving".
- Refrain from smoking in the vehicle (in accordance with School policy and Government legislation). School vehicles will display 'no smoking' signs.

### **Avoid Fatigue**

It is dangerous to drive whilst tired.

- Ensure you are rested, feeling well and not taking any medication which contraindicates driving before starting out on journeys.
- Plan rest breaks into your journey. At least 15 minutes every two hours is recommended.
- Avoid driving long distances after working a full day.
- Avoid driving at times you would normally be asleep.
- Be careful when driving after a large meal.
- Stop somewhere safe if you feel tired and take a short nap.

### **Mobile Phones**

Using a hand-held mobile phone (making or taking calls and texting) whilst driving is an illegal and unsafe practice.

Please adopt the following safe practice:

- Switch your phone off whilst driving
- Pull over when safe to do so
- Park safely
- Switch off the engine (if the engine is still running, the driver is still "in control of the vehicle").
- It is now safe to check your messages.

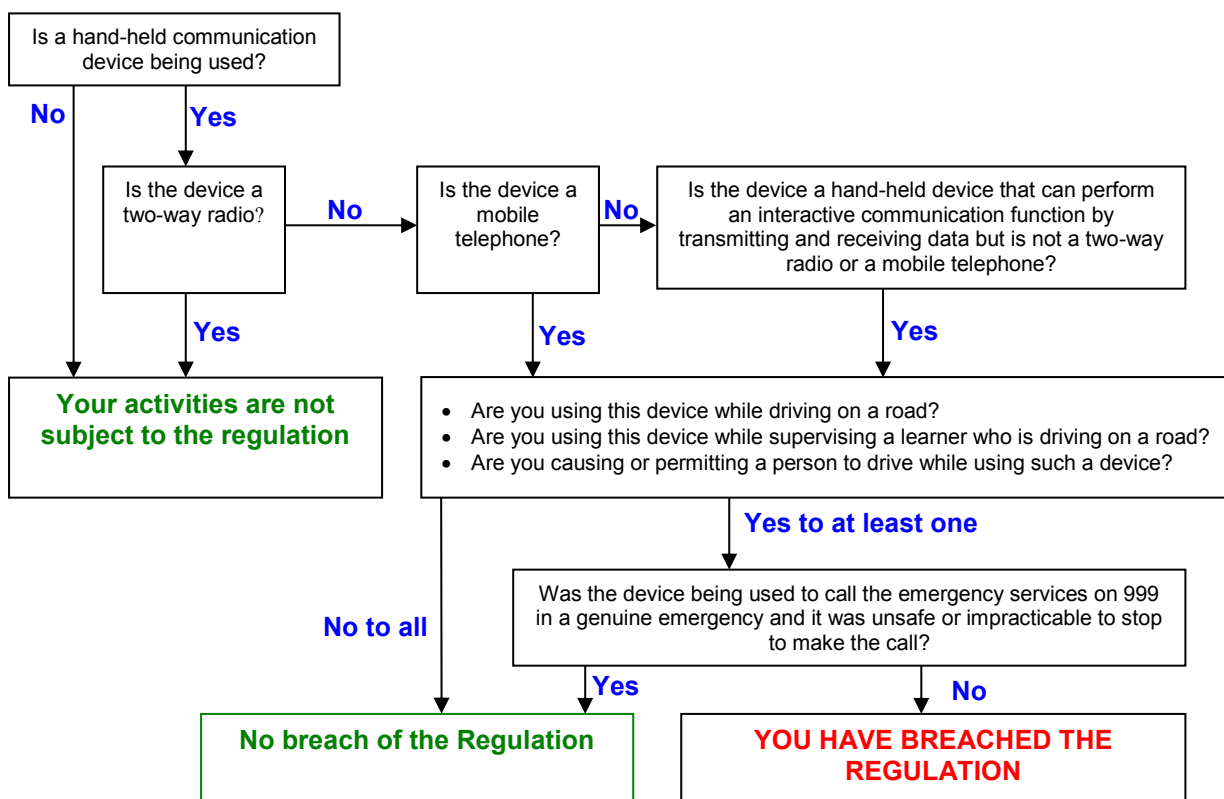
Your car is intended to transport you and your occupants/goods to your destination and not to be used as a mobile office when moving.

Although not illegal to use, we would give the same advice for ear pieces and hands-free kits. If an accident happened whilst using an ear piece or hands-free kit the Police could check the mobile



phone record of calls to see if the phone was being used at the time of the accident thus proving that your phone was a contributing factor towards the accident.

Use the flow chart below to see if you would be in breach of the regulation whilst using a mobile phone.



More information regarding this issue can be found here:

<http://think.direct.gov.uk/mobile-phones.html>

### Be Safe During an Emergency

If you need to stop the car because of an emergency e.g. puncture, mechanical breakdown, etc., remember the following:

- When on a motorway, if possible carry on to an emergency telephone, switch on your hazard lights and where possible ensure that you and any passengers do not remain in the car. Stay off the hard shoulder. If you make an emergency call, stand facing the oncoming traffic. If you are a lone female, mention this to the control centre.
- If you are on a rural road, a warning triangle must be placed up some distance prior to the broken down car to alert oncoming drivers, particularly where the car has broken down on a corner. If you are a lone female, mention this to the control centre. Wait in the car with your hazard lights on and doors locked until assistance comes.

## **Look After your Back**

- If you spend a lot of time driving, there is an increased risk of spinal disc problems caused by the lower back muscles when seated.
- Adopt a good posture before your journey by having the seat positioned such that your hips and knees are comfortably flexed and your mirrors are correctly positioned. If you are taking equipment etc. ensure the heaviest items are placed nearest the sill of the boot, in order to minimise dragging and lifting.
- During your journey, don't grip the steering wheel tightly, keep your back supported, and take regular breaks during a long journey.
- After your journey, don't twist around to the back seat to reach objects and relax your muscles before lifting anything out of the car.

Further information relating to road safety can be found at the following website:

<http://www.dft.gov.uk/think/>

# Regulations Governing the Use of the Hill House Minibuses

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## 1. Drivers' Responsibilities

- The law states unequivocally that the driver of a minibus is responsible for its condition on the road.
- Drivers must be over the age of 25, and have two years' car driving experience.
- No person is permitted to drive Hill House minibuses unless they are on the school's list approved drivers.
- They must be on the list of approved drivers and hold a clean driving licence.
- The driving licence of all insured drivers will be checked every six months for endorsements received during the previous six months. Drivers with current penalty points on their driving licences will be referred to the insurers for consideration.
- Drivers must declare any impending convictions, prosecutions or medical conditions that may affect their ability to drive as soon as possible.
- Drivers are responsible for ensuring that their driving licence continues to cover them to drive the minibus.
- Drivers are responsible for payments of any fines or charges arising from acts committed while using the minibus.
- Drivers must be fit to undertake the journey and free from the effects of fatigue, medication, alcohol or illness (see Fitness to Drive below).
- Drivers must be familiar with the school procedures for dealing with breakdowns and accidents (see the relevant sections below).

## 2. Fitness to Drive

Anyone driving a school vehicle must be fit to do so. If you are ill, very tired, or under the effects of alcohol, drugs or medication you must not drive. There are no circumstances in which adequate excuses can be made for ignoring this requirement.

If there is any suspicion that you may be unfit to drive, the school has the right to withhold the keys from you until they can satisfy themselves that you are fit.

Should the school believe that you may be under the influence of alcohol you may be asked to undertake, voluntarily, a breath test. If you agree to this, you will be asked to sign a consent form before the test takes place. (Breathalyser Test sheet form *Appendix 6*) The test will be undertaken by a school nurse. You will be shown the results. If the test proves positive, or if you refuse to take the test, you will not be permitted to drive the vehicle.

Care should be taken when wishing to use the vehicle the day after consuming alcohol because it can remain in the body for longer than expected, rendering a driver unwittingly unfit to drive. If you are at all unsure of whether you are fit to drive you may ask to take a Breathalyser test at any time.

Any breach of this policy may be deemed to be misconduct and result in disciplinary proceedings. Driving or attempting to drive the vehicle when unfit to do so because of the influence of alcohol, drugs, medication or fatigue may be deemed to be gross misconduct.

## 3. Use of Mobile Phones

Use of a mobile phone is prohibited whilst driving a school minibus without a hands-free kit.

Should you need to make or receive a call without a hands-free kit, pull over in a safe place, turn off the engine and remove the key from the ignition!

#### **4. Towing**

Towing of vehicles or trailers is not allowed.

#### **5. Booking a Minibus**

Minibuses must be booked by Slade Hastings.

Information required;

- Date of booking
- Expected time out
- Expected time in
- Name of driver(s)
- Passenger list

It is school policy that without the above information keys will not be released.

#### **6. Before the Journey**

- Inspect the vehicle.
- Plan your journey and be sure to allow for rest breaks.
- Stow luggage safely.
- DO NOT travel with the emergency doors locked.
- Assess the weather conditions.
- Instructions to passengers: Seatbelts must be worn at all times

#### **7. After the Journey Upon Return, You Must:**

- Ensure the vehicle is clear of litter.
- Lock the vehicle
- Report any fault or accident by completing a report form.
- Return the keys etc, directly to Slade Hastings.
- Be sure to leave the minibus safely parked.

#### **8. Maintenance**

It is the school's responsibility to maintain the minibuses. In addition to carrying out manufacturers' recommended servicing at specified intervals, daily and weekly routine inspections are carried out by the nominated bus drivers. It is also the responsibility of the nominated driver to maintain the cleanliness of the bus both inside and out, every day.

IT IS THE DRIVER'S RESPONSIBILITY TO ENSURE THAT THE VEHICLE IS ROAD WORTHY. This can be accomplished in part by the driver's own visual inspection of the following:

- Cleanness and position of wing and rear-view mirrors
- Lights
- Tyres (inflated and undamaged)
- On-board safety kit (reflective jacket, warning triangle, first aid box, fire extinguisher)

#### **9. Insurance Matters**

The insurance policy may be invalidated by:

- Exceeding the stated number of passengers,
- Admitting liability after an accident.
- Failing to report an accident to the insurer.
- Exceeding gross vehicle weight.

## 10. Speed Limits

Drivers of the Hill House minibuses should abide by the following speed limits

Motorways	70mph
Unrestricted dual carriageways	60mph
Unrestricted single carriageways	50mph
Restricted roads	30mph <i>unless other limits are indicated</i>

*Note: Vehicles with speed restrictors are not permitted to use the outside lane of the motorway. The use of bus lanes by minibuses is subject to local agreements. If in doubt, do not use them.*

## 11. Congestion Charging

Vehicles are registered for an exemption on London congestion charge.

## 12. Vehicle Dimensions and Weight

The vehicle dimensions and weight data are recorded in the log book.

*It is the driver's responsibility to ensure the bus is not overloaded.*

## 13. Documents

Registration documents, insurance certificates, records of service etc. are kept in Hans Place.

## 14. Breakdown Procedure

This guidance is taken from the AA's website.

### On a motorway

If an emergency forces you to stop:

- Pull on to the hard shoulder and stop as far to the left as possible with the wheels turned to the left.
- Leave your sidelights on and turn on the hazard warning lights.
- Get out of the vehicle by the left-hand door and make sure that all your passengers do the same.
- If you have reflective jackets in the vehicle wear them. Do not use a warning triangle on the hard shoulder.
- Make sure that passengers keep away from the carriageway and hard shoulder. It is best to retreat up the bank, or behind a barrier if this is possible.
- Don't attempt even simple repairs.

### Calling for help

Once in a safe place use a mobile phone to call the QBE roadside assistance service (*see Useful Contacts below*), making sure you can describe your location – look out for the new driver location signs which will help us pinpoint your location and direction of travel, or there are reference numbers on all telephones and marker posts.

If you do not have a mobile walk to an emergency telephone on your side of the carriageway – never attempt to cross the carriageway. Follow the arrows on the posts at the back of the hard shoulder – the phone is free and connects directly to the police/Highways Agency. Give full details to the police.

If you feel at risk from another person, return to your vehicle by a left-hand door and lock all doors. Leave your vehicle again as soon as you feel this danger has passed.

If you can't get across to the hard shoulder

- Stopping on a running lane is extremely dangerous.
- Switch on your hazard warning lights.
- Don't attempt to place any warning device on the carriageway.
- Leave the vehicle only when you can safely get clear of the carriageway.

### On other roads

- Get the vehicle off the road if possible and warn other traffic by using your hazard warning lights, particularly if your vehicle is causing an obstruction.
- Put on the reflective jacket.
- If you have any fear that your vehicle may be struck by other traffic make all the passengers get out of the minibus and get well away from the traffic. Question whether it is safe for you to fix the car or whether you need professional help.
- If it is safe put the **warning triangle** on the road at least 45 metres (50 yards) behind your broken down vehicle on the same side of the road. Always take great care when doing this.
- Keep your **sidelights** on if it is dark or visibility is poor.
- Do not stand (or let anybody else stand), between your vehicle and oncoming traffic.
- At night or in poor visibility do not stand where you will prevent other road users seeing your lights.
- Use your mobile phone to contact the QBE roadside assistance service.
- If you have used the warning triangle remember to retrieve it, with care, when the breakdown is over.

Do NOT call a garage direct, but telephone the appointed roadside assistance (*see Useful Contacts below*)

If recovery is required, and you are asked for a destination, please stipulate:

*S G Smith Mercedes-Benz (Croydon)  
Unit 2 Beddington Cross  
136-138 Beddington Farm Road  
Croydon  
CR0 4XH  
Tel: 020 3484 2087;*

on local journeys and the nearest approved garage on longer journeys.

In the event of a breakdown notify Slade Hastings.

If it is necessary to pay for oil or fuel, obtain a receipt.

Complete a report form giving details.

## 15. Accident Procedure

If the minibus is involved in any way in an accident, and this involves personal injury, injury to a domestic animal (excluding a cat), or damage to another vehicle or to property on or adjacent to the road the driver must stop and:

- a) Give the following particulars to any person reasonably requiring them:
  - i. name and address
  - ii. name and address of the vehicle's owner
  - iii. the vehicle's registration number.
  - iv. insurance details.

- b) If, for any reason, you cannot comply with (a) above, report the accident to the police as soon as possible and in any case within 24 hours.
- c) Do not admit liability.

Where there is personal injury to someone other than the driver, the certificate of insurance must be produced to any person having reasonable grounds for requiring it. If this is not done the accident must be reported to the police and certificate produced as soon as possible but in any case within 24 hours. It must also be produced at any time if required by the police but, if not in the user's immediate possession, it may be produced by him (or on his behalf) at any police station nominated by him within seven days.

It is useful to make a sketch of the accident, marking the position of the vehicle and any other person or vehicle involved. If a camera is available, photograph the scene.

Complete a report form giving details.

## **16. Useful Contacts**

Jenny Bright	07986 878298
Slade Hastings	07974 698449

Roadside Assistance: QBE

Telephone: 0800 389 1708  
Policy No.: MOOD294MBPH

MINIBUS REPORT FORM  
*for faults, damage or accidents*  
*(to be completed by the driver as necessary*  
*and handed to Jenny Bright without delay)*

In case of accidents, note the registration number(s) of other vehicle(s) involved, names and addresses of witnesses, and the weather conditions. These will be needed by our insurers.

Date and time:	
Vehicle:	
Driver	
Report:	



Appendix 2

MINIBUS DAILY INSPECTION RECORD (to be completed by Regular daytime driver)

Week:.....

Bus:.....

Week....	SUN	MON	TUE	WED	THU	FRI	SAT
Tyres							
Lights							
Wipers							
Indicators							
Horn							
Mirrors							
First Aid							
Extinguisher							
High vis jacket							
Triangle							
Windscreen							
Rear Windows							
Fuel							
Interior Cleanliness							
Exterior Cleanliness							
INITIALS							

Appendix 3

MINIBUS WEEKLY INSPECTION RECORD (to be completed by *Regular daytime driver*)

Week:.....

Bus:.....

Cleaning	
Engine Oil	
Engine Coolant	
Brake Fluid	
Washer Fluid	
Tyre Pressures	
Handbrake Operation	
SIGNATURE:	

*(Please return this form to the Headmaster)*

**MINIBUS REGULATIONS**

I hereby certify that I have read the Hill House Minibus Regulations and agree to abide by them.

I understand that I am not permitted to drive a minibus until my name appears on the list kept by the Headmaster.

NAME: (print)

SIGNATURE:

DATE:

Breathalyser Test Consent Form

**SECTION 1** – *to be completed only if the school believes the driver may be under the influence of alcohol*

I give my consent to undertake a breathalyser test; the test will be undertaken by a school nurse. I understand that I am under no obligation to take this test but that my refusal may result in my not being given permission to drive the minibus.

Print name \_\_\_\_\_ Signed \_\_\_\_\_

Tested for alcohol

**Yes**

☐

**No**

☐

(If yes) result                      Positive                      Negative

☐☐

Signed \_\_\_\_\_ (School Nurse)

## Electricity at Work Policy

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Employees, unless suitably qualified, will under no circumstances attempt to install or repair sockets, plugs and tools or interfere with plant, appliances or electrical installations. These jobs will be undertaken by an authorised and competent person, either employed by the school or by contractors, agents or manufacturers called to the building.

### Guidelines and Precautions

The Electricity at Work Regulations were introduced to ensure that precautions are taken against risk or death or personal injury from electricity in work activities. All electrical work undertaken will conform to these Regulations. The Regulations address a number of different aspects to the achievement of electrical safety, which may be summarised as follows:

- planning and design;
- installation;
- commissioning;
- use;
- routine maintenance and fault repairs;
- dismantling at end of required life.

Within the Regulations are specific guidelines for the requirement of suitable 'hardware', i.e. the components used to make up electrical systems and also for safe systems of work. Furthermore, the Regulations impose general requirements to ensure that all electrical systems are, first, of such construction and, second, are maintained so as to prevent danger.

The School will ensure, through planned preventative maintenance, that:

- mains supplies are inspected and checked for breaks, clean and tight connections and loading;
- plant and equipment is maintained according to the manufacturers and installers guidelines;
- appropriate warning and safety signs will be posted alongside plant, equipment or supplies.

In view of the dangers represented by electricity it is extremely important that electrical work, other than small tasks such as the changing of light bulbs, is undertaken only by those with the expertise (in the form of technical knowledge, experience, skills and competence) to do so, in all aspects of the job or task. Such work is often assigned to contract electrical engineers, and work must conform to the Regulations in every respect.

### Portable Appliance Testing (PAT)

The school is required by law to ensure all electrical equipment/appliances are maintained in a safe condition, therefore a programme of PAT testing has been implemented. The term 'portable appliance' is deemed as being an appliance or equipment that can be readily disconnected from the system, typically via a 13-amp plug top. Many items which fall within this classification, e.g. appliances, kitchen equipment, DSE, photocopiers, etc., and the items, their leads and plugs will be tested on an annual basis by a competent person using approved testing equipment.

The results of these tests will be suitably recorded and a self-adhesive label must be affixed to each appliance showing the date tested and by whom. Should an appliance fail the test, the item must be removed immediately for repair or replacement. These tests represent a legal requirement and the Environmental Health Officer is entitled to call on-site without notice and demand to see the records and evidence that the required tests have been carried out.

The School will ensure that PAT testing is undertaken on a periodic basis.

## Electrical Safety Procedure

Employees wishing to use their own items of electrical equipment must first seek written permission from the respective Head of House if permission is granted the employee must then provide evidence that the item of electrical equipment has been subject to inspection and test.

Evidence of inspection and test will then be recorded by the school.

The following checklist gives a list of items which will be verified when checking out the safe operation of computer equipment.

Item	Check
Mains plug	Wired correctly, connections secure No bare wires or whiskers Outer insulation secure in cord grip Correct fuse rating for appliance No signs of overheating or scorching
Mains lead to appliance	No mechanical damage, cuts, No sharp kinks, twists or burn marks No taped joints
Extension lead	Check plug and mains lead as extension leads must not be used as permanent sockets
Multiple socket extension	Check plug and mains lead as above Check correct fuse
Equipment	Outer case: no mechanical damage no broken parts no cracks no burns or scorch marks no evidence of tampering no makeshift repairs no signs of wear or abuse
Switch ON	Verify correct
Switch OFF	Insulation test Optional flash test Optional leakage test.

Equipment will be checked for safe electrical operation at defined frequencies using the following table as a guideline.

<b>Suggested initial maintenance intervals</b>			
<b>Equipment</b>	<b>User Checks</b>	<b>Formal Visual Inspection</b>	<b>Combined Test and Inspection</b>
Equipment hire	N/A	Before issue/after return	Before issue
Construction (for indication only)	110 V – weekly 230 V mains – daily/every shift	110 V – monthly 230 V mains – weekly	110 V – before first use on site then 3-monthly 230 V mains – before first use on site then monthly
Light industrial	Yes	Before initial use then 6-monthly	6-12 months
Heavy industrial/high risk of equipment damage	Daily	Weekly	6-12 months
Battery operated (less than 20 volts)	No	no	no
Extra low voltage (below 50V AC) e.g. telephone equipment, low voltage desk lights, etc.	No	no	No
Office information technology, e.g. desktop computers, fax machines and copiers	No	1-2 years	No, if double insulated, otherwise up to 5 years
Double-insulated items, not hand-held only moved occasionally, e.g. slide projectors, desk lamps, fans	No	2-3 years	No
Double-insulated items (Class II), hand-held, e.g. some floor cleaners, kitchen equipment and irons	Yes	6 months – 1 year	No
Earthed equipment (Class 1) e.g. kettles and some floor cleaners	Yes	6 months – 1 year	1-2 years
Equipment used by the public, e.g. in hotels	By member of staff	3 months	1 year
Cables, leads and plugs connected to the above and mains voltage extension leads	yes	1 year	2 years

## General Safety

- Never handle mains operated electrical equipment unless you thoroughly understand its use and operation.
- Never leave any light sockets without a bulb even if the circuit is known not to be live.
- Never handle electrical equipment with damp hands
- Do not attempt to repair electrical equipment unless you are qualified to do so.
- On discovering damage to electrical equipment or services, first isolate the damage by removing the apparatus, closing the room or area, and then report the damage.

# Fire Safety Policy

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## Introduction

Hill House International Junior School will ensure, so far as reasonably practicable, that all staff, pupils, contractors and visitors are protected from the risks of fire whilst on the premises.

## Legal requirements

The Regulatory Reform (Fire Safety) Order 2005

The Regulatory Reform (Fire Safety) Order 2005 (commonly referred to as the RRO) came into effect on 1st October 2006 and replaces all previous fire safety legislation eg The Fire Precautions Act 1971, the Fire Precautions (Workplace) Regulations 1997 etc.

The purpose of the legislation is to place a greater emphasis on fire prevention by ensuring that all persons responsible for premises comply with their statutory duties and implement the general fire precautions which are needed to protect all persons from death or injury in the case of fire.

This Policy explains how the school complies with the Regulatory Reform (Fire Safety) Order 2005 to ensure that, where possible, fire is prevented and that any fire risks are adequately controlled.

## Responsibilities

The School Fire Safety Policy forms part of the School's Health and Safety Policy and in common with that policy extends through the whole school, with specific responsibilities as below:

- Governors ensure that an appropriate policy is in place in the school and that arrangements are made for its effective implementation;
- The Headmaster has ultimate responsibility for the implementation and management of this policy and will support the Second Master in this respect;
- The Property Bursar is responsible for the effective implementation of this Policy and its role within the School's Health and Safety Policy;
- The RRO places duties on the 'responsible person' who is someone who has control of premises or anyone who has a degree of control over certain areas or systems. In the school's case this is the Head of House in each building;
- All employees have the responsibility to cooperate and to ensure that the workplace is safe from fire and its effects and must not do anything that will place themselves or other people at risk.

## Policy objectives

- to safeguard all persons from death or injury in the event of fire by the effective management of fire safety;
- to minimise the risk of fire and to limit fire spread;
- to minimise the potential for fire to disrupt services, damage buildings and equipment, or harm the environment.

## Managing fire safety

The school has delegated day to day responsibility for managing fire safety to the responsible person i.e. the Head of House of each building.

The Head of House will:

1. ensure that all means of escape are properly maintained, kept free from obstruction and available for safe and effective use at all times; and that the means of escape have adequate emergency lighting;



2. provide appropriate instruction and training for all school staff on the action to be taken to protect people and property including regular fire evacuation practices for all the school;
3. ensure that all staff, students, contractors, visitors and third-party hirers are made aware of and comply with the school's fire procedures;

The Property Bursar will:

1. provide and maintain in working order all fire fighting appliances and devices including:
  - fire detection and alarm systems;
  - emergency lighting systems;
  - fire fighting equipment;
  - notices and signage relating to fire procedures;
  - means of escape, taking into account the needs of any disabled users;
2. carry out a fire safety risk assessment on each of the school buildings to ensure that the school's facilities are compliant; and reduce the risk of fire incidences by carrying out appropriate task risk assessments;
3. identify any special risks, eg. the storage of hazardous materials, and put in place appropriate procedures to minimise the risks;
4. liaise with third parties including the emergency services, and the school's insurers to ensure that best practice for fire prevention and procedures is in place;
5. monitor and review this policy on a regular basis so as to ensure that any new risk or alteration to regulations is addressed.

## Monitoring

The school utilises the services of various outside personnel to carry out effective monitoring of its duties.

- The school fire detection and alarm systems are maintained and checked by a competent contractor quarterly. The fire alarm sounders are tested on a weekly basis;
- The school emergency lighting is checked annually by the school electrician;
- Notices and Signage are updated as and when required and checked annually

Fire fighting equipment is checked weekly by caretaking staff and extinguishers are replenished or replaced annually by ABC Fire and Safety;

A Fire Log Book which contains records of fire safety issues is maintained by the Head of House.

These issues include:

- Fire Alarm Weekly Test Record
- Fire Alarm Faults / Isolation Log
- Inspection of Escape Routes - Monthly
- Record of Evacuation Drills / Evacuations
- Emergency Evacuation Plan
- Plan of the Building

## Fire Risk Assessment

The school has carried out a comprehensive fire risk assessment for each of its buildings. These assessments are kept with the Fire Log Book.

The fire risk assessments identify who will be at risk if there is a fire, where people may be working and who else may be at risk, either in the premises or nearby, such as members of the public, visiting contractors, etc, and where these people are likely to be located.

The fire risk assessment will be reviewed and amended on an annual cycle if it is either no longer valid or if any changes are planned, such as:

- Any structural changes (alterations to the layout of the premises, erection of partitions, refurbishment etc) which may affect the spread of fire;
- Any change to the use of the premises which may affect the risk rating;
- Any change to work processes or work equipment which may introduce
- new fire hazards;
- Any change to the numbers of people using the premises to ensure that
- escape routes can accommodate the numbers safely.

## **Fire safety training**

- All staff receive basic fire safety induction training and attend refresher sessions when required.
- Key staff in the individual school buildings should receive more detailed instruction including the use of fire fighting equipment.
- Pupils are given instruction by their Head of Section or Class teacher as appropriate on their actions to be taken in the event of a fire.
- Fire drills are planned each term to evaluate the effectiveness of the school's evacuation procedures. The findings of the drill are reported to staff. Any conclusions and remedial actions are recorded and implemented.

## **Evacuation procedures**

The evacuation procedures are site specific and are displayed clearly throughout each building. This document details the responsibilities of staff and individuals during an evacuation and subsequent roll call.

### **The fire alarm**

PERSON DISCOVERING FIRE should activate the nearest call point and if safe to do so contact the HEAD OF HOUSE to confirm that there is actually a fire.

HEAD OF HOUSE rings 999 on hearing alarm after seeking confirmation from staff that there is actually a fire.

In any event, the HEAD OF HOUSE will check the source of the alarm to establish the cause of the activation.

IN ALL CASES WHEN THE FIRE ALARM SOUNDS, AN ORDERLY EVACUATION WILL TAKE PLACE AND ALL OTHER PROCEDURES WILL BE FOLLOWED.

Below is the evacuation procedure for Founders' Hall. This is the only building without a Head of House as it is an annex. Each building has a site specific evacuation procedure in line with the one below. All other buildings the Head of House is the Senior Member of Staff.

### **Emergency evacuation procedure**

- ☐ At the sound of the alarm, call children to attention
- ☐ Count the number of children in the room
- ☐ Leave by the exits as marked on map, taking class register with you
- ☐ Leave all belongings behind
- ☐ First child in each line holds the door open for their class
- ☐ Ensure that ALL doors and windows are closed and the lights in the classroom are turned off as you leave
- ☐ Once outside at the muster point (26-30 SMITH TERRACE) count the number of children and perform a roll call. If dry hold station, if wet continue to Small School in Flood Street
- ☐ The senior member of staff will check the building for any children or staff members left behind
- ☐ Senior member of staff to liaise with attending fire crew – Founder's Hall alarm is linked directly to the fire service, a crew will be dispatched whenever an alarm sounds.

- ☐ Member of staff to contact Edmund Townend at Main School (020 7584 1331) to inform him of the alarm and of the evacuation.
- ☐ In the event of it not being safe to return to the Hall, staff are to call the Head of House in charge of the children currently at the Hall and arrange for their immediate return to their 'home' buildings.
- ☐ Senior Member of Staff give all clear for return to Founders' Hall

## **Lone Working Policy**

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Lone working is defined as working with no other person within visual or normal audible range. The availability within range need not be on a continuous basis, but the adequacy of non-continuous coverage must be assessed in relation to the hazards of the work concerned, in determining if the work will be considered as 'lone-working'.

Whilst employees have responsibilities to take reasonable care of themselves, it is the duty of The School to organise and control working patterns. Safe systems of work will be instigated after the identification of hazards and the assessment of risk.

### **Safe Systems of Work**

- When the work to be undertaken consists solely of work such as office administration, no special action is required, but if outside normal working hours the notifications relating to such work must be given.
- A risk assessment will be made of the work environment and task to be completed. This may conclude that one person cannot control the risks involved, e.g. employees working in a laboratory or workshop or in remote buildings, etc.
- When the work is to be done during normal working hours, the approval must be given to named individuals for specific tasks (taking into account any known health problems of the individual). If the three conditions given below can be assured, these specified tasks could be allowed for unspecified occasions. However, when the work is to be done outside normal hours, approval may be given only for specific occasions.

In giving approval for lone working, managers will identify any hazards by completing a suitable and sufficient risk assessment and ensure that:

- all equipment (whether this be laboratory apparatus, machinery, hand tools or even a pair of steps) to be used is in safe working order;
- safe working procedures are available and are known to the employees concerned, they have the training and competence to use the equipment and to follow the procedures, and will not improvise or take potentially dangerous short-cuts;
- the area in which the work is to be carried out is in a condition to permit the work to be carried out safely, e.g. it has adequate space, is tidy and has safe means of access.
- In addition, when the work is to be undertaken outside normal working hours, the manager will ensure that arrangements have been made for checking at agreed intervals appropriate to the nature of the hazards.
- When the work involves the use of equipment for which the hazard is significant, even though the working procedures ensure that the risk is small, either the work will not be undertaken outside normal working hours or arrangements must be made for another employee to be present.

## **Lone Working Procedure**

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- All out-of-hours and lone working must be formally notified to and authorised by the respective Head of House.
- Employees working out-of-hours must ensure they sign in-out on the Lone Working Logbook.

## **Manual Handling Policy**

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The School will ensure, so far as is reasonably practicable, that all hazards arising from manual handling activities are eliminated where possible and where it is not the risk will be reduced to a minimum.

### **Risk Assessments**

Manual handling operations will be identified and assessments conducted where necessary with results recorded.

The assessment is carried out under four main headings: load, task, individual and environment.

Employees are required to report any health problems which may affect their ability to lift safely, and also to co-operate with the school.

Following the risk assessment, sufficient training, information, instruction and advice will be provided to ensure that employees can carry out their duties safely.

# Manual Handling Procedure

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All manual handling activities will be identified.

## Manual Handling Assessments

The school will ensure that where required manual handling risk assessments are conducted, these will be reviewed annually or when any of the tasks identified change significantly.

During the assessment, the following will be considered:

- providing mechanical lifting aids of some kind?
- changing the layout of the working area so as to allow people to work in a better way?
- redesigning the load so as to make it easier to handle?
- allocating more people to the job so as to reduce the overall burden on each person?
- training the workforce in safer working practices?

Alternatively, can the working system be redesigned so as to eliminate the need handling the load altogether?

## Training

All relevant personnel will receive manual handling training which will be reviewed on a regular basis. Information on any specific manual handling techniques appropriate to the tasks completed will also be provided.

## Information on Safe Lifting

'Safe lifting' basically means using common sense. It is not a question of strength, it's a commitment to lifting correctly each time an object is lifted or moved. Listed below are basic safety tips which, when followed, will prevent accidents or injury to employees.

Basic safety tips when moving objects:

1. Get help – if there is any doubt about your ability to move the object by yourself.
2. Get a good grip – to make carrying easier and to protect your fingers and toes. Use your palms and whole of fingers.
3. Wear gloves - to protect against slivers, cuts, scratches and burns.
4. Lift with your legs – don't really put your back into it.
5. Feet should be hip width apart, leading foot in direction of travel.
6. Keep your arms close to your body with elbows tucked in.
7. Your head should be facing in the direction of travel with chin tucked in.
8. Keep hands in the clear – fingers can be crushed when load is put down carelessly.

When lifting or lowering from a high place these guidelines must be followed:

- Stand on a sturdy ladder or platform, never on the top rung.
- Lift the load in smaller pieces if possible.
- Push up the load to see how heavy and stable it is.
- If necessary make it a two person job (this is often best when lifting or lowering from high places as the exercise is done with weaker arm muscles at that height).
- Slide the load as close to yourself as possible before lifting.
- Grip firmly and slide it down, if lowering.

## Manual Handling Assessment Checklist

- Consider the risk of injury from manual handling operations
- identify steps that can remove or reduce the risk
- decide your priorities for action

Summary of Assessment	Overall priority for remedial action: nil/low/med/high
Operations covered by this assessment	Remedial action to be taken:
Locations:	Date by which action to be taken:
Personnel involved:	Date for reassessment:
Date of assessment:	Assessor's name:
	Signature:
Date of acceptance:	Line Manager's name:
	Signature:

### Section A: Preliminary

1. Do the operations involve a significant risk of injury?  If 'yes' go to Q2. If 'no' the assessment need go no further  If in doubt answer 'yes'.	
2. Can the operations be avoided/mechanised/automated at reasonable cost? If 'no' continue with the assessment. If 'yes' avoid, mechanise or automate then check that the result is satisfactory	

### Section B: See overleaf

### Section C: Overall assessment of risk

1. What is your overall assessment of the risk of injury? If not 'insignificant' go to Section D. If 'insignificant' the assessment need go no further	
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### Section D: Remedial Action

1. What remedial steps should be taken, in order of priority?
<ul style="list-style-type: none"> <li>• Complete the summary above</li> <li>• Compare it with your other manual handling assessments</li> <li>• Decide your priorities for action</li> <li>• Take action and check that it has the desired effect.</li> </ul>



Section B: more detailed assessment, where necessary					
Questions to consider		Level of risk			Possible remedial action
If the answer to a question is 'yes' place a tick against it and then consider the level of risk	Yes	low	med	high	Make rough notes in this column in preparation for completing Section D
The tasks: do they involve:					
• Holding loads away from trunk?					
• Twisting?					
• Stooping?					
• Reaching upwards?					
• Large vertical movement?					
• Long carrying distances?					
• Strenuous pushing or pulling?					
• Unpredictable movement of loads?					
• Repetitive handling?					
• Insufficient rest or recovery?					
• A work rate imposed by a process?					
• Handling whilst seated?					
• Holding static positions for long periods?					
The loads: are they:					
• Heavy?					
• Bulky or unwieldy?					
• Difficult to grasp?					
• Unstable / unpredictable / likely to shift?					
• Sharp / hot / rough / hazardous?					
The working environment: are there:					
• Constraints preventing good posture? (space / clothing / PPE)					
• Poor / uneven / slippery floors?					
• Variations in levels, e.g. steps / slopes?					
• Hot / cold / humid conditions?					
• Strong air movements?					
• Poor lighting conditions / glare / sudden light level changes?					
Individual capability: does the job:					
• Require unusual height / strength / capability?					
• Pose a hazard to those with a health problem?					
• Pose a hazard to those over 55 or under 18?					
• Pose a hazard to those who are pregnant?					
• Call for special information/ training?					
• Other factors:					

## **Medical Assessment Policy**

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### **Introduction**

The School requires all new employees to complete a medical questionnaire upon initial employment this is to ensure that the working practices and environment are not detrimental to the health, safety and welfare of the employee. This will in no way impinge upon the Data Protection Act.

## Medical Questionnaire

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**In accordance with the Education (Health Standards) Regulations 2003 and the Disability Discrimination Act 2005**

CONFIDENTIAL

PLEASE COMPLETE IN BLOCK LETTERS

Name in full: Mr/Mrs/Miss.....

Address:.....

.....

.....

Daytime telephone number or mobile number:.....

Please indicate whether you have suffered from any of the following illnesses by entering YES or NO after each item:

Back strain

Disease of the ear, nose or throat

Rheumatism or arthritis

Disease of the eye

Tuberculosis

Gastric or duodenal ulcer

Gastro-enteritis

Cancer

Allergies or skin diseases

Mental illness or breakdown

Chest pains or shortness of breath

Fainting attacks or giddiness

Heart disease

Typhoid or paratyphoid

High blood pressure

Diabetes

Kidney or bladder disease

Bronchitis, pneumonia or asthma

Any serious incident or operation

Epilepsy or blackouts

Any other condition

If you answered YES to any of the above conditions please give the following details:

Illness or condition

Year of illness

How long were you ill?

Treatment given

Were you in hospital?

For how long?

Have you had any *other* operations or clinical investigations?

If so give details

Are you at present receiving any treatment or taking any tablets or medication?

Please list below all absences from work/school for health reasons during the last two years?

Cause

Length of absence

Please give the name and address of your present General practitioner (in block letters)

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

I declare that the above information is true and correct to the best of my knowledge and that I have omitted no relevant details. I consent to Hill House obtaining information from my medical practitioner to verify my information:

Signature..... Date:

## Medical Assessment - Medical Reports Explanatory Note

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This note sets out your statutory rights under the Access to Medical Reports Act and explains the procedure for applying these rights. Under the Act an employer (either prospective or existing) cannot apply for a medical report from a doctor who has been responsible for your physical or mental health care without your consent. **You must appreciate, however, that if you refuse consent to The School's medical advisor seeking such a report, The School will have to make a judgment in the light of only that medical evidence which is already available.**

The attached form also asks, in accordance with the Act, whether you wish to see the report before it is sent to The School's medical advisor. If the medical advisor decides to seek information from your doctor(s) and you have decided that you would like to see that information first, s/he will notify you that such a request has been made. You will then have 21 days in which to make arrangements with the doctor to see the report. **You must make these arrangements yourself - they will not be made for you.** Whilst there is no charge for reading the report, if you arrange with your doctor to have the report photocopied and, if necessary, posted to you, the doctor may charge a reasonable fee to cover the cost of doing so.

If you do not indicate on the consent form that you wish to see the report but later change your mind, on your own initiative you will be able to notify the doctor that you wish to see the report before it is sent. You will then have 21 days from the date of your notification to the doctor to make arrangements to see the report. Please note, however, that the doctor is not obliged to delay supplying the report in case you change your mind. By the time you have decided that you would rather see the report first, the doctor may already have supplied it.

If, following notification to the doctor you have seen the report, the doctor will not be able to make the report available without your further consent. Having seen the report, you will be entitled to request that the doctor amend any part of the report which you consider inaccurate or misleading. If the doctor does not agree to amend the report as requested you will be able to attach a written statement to the report giving your view on its content.

Whether or not you decide to see the report before it is supplied, the doctor will be obliged to keep a copy of the report for at least six months after the date it was supplied and you will be entitled to have access to that report.

Please note that the doctor is not obliged to let you see those parts of the medical report that s/he believes would be likely to cause serious harm to your physical or mental health or that of others, or which would reveal information about another person or the identity of a person who supplied the doctor with information about your health unless that person also consents. In those circumstances, the doctor will notify you and you will be limited to seeing any remaining parts of the report.

You would be advised to keep this explanatory note for future reference.

## Medical Assessment - Employee Consent Form

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### Application for Medical Report From GP/Consultant/Occupational Health Advisor

1. I have been informed of my statutory rights under the Access to Medical Reports Act 1988 and hereby give my consent to my employer, Hill House International Junior School, to apply for a medical report from my Consultant and/or GP and to attend a medical examination, if necessary, to be undertaken by The School's Occupational Health Advisor.

I understand that a copy of this consent form will be sent to my Consultant and/or GP and/or the Occupational Health Advisor acting for The School and shall have the validity of the original.

My Consultant and/or GP is:

Name: .....

Address: .....

.....

.....

Tel No. ....

2. **I do/do not \*\*** wish to see any medical report(s) before being sent to my employer, Hill House International Junior School.

**(\*\* - delete as appropriate)**

3. I understand The School will be responsible for such expenses as are deemed by The School to be reasonable in this regard.

Signed: .....  
(Employee)

Date: .....

Address: .....

.....

.....

# New or Expectant Mothers Policy

---

## Introduction

The Management of Health and Safety at Work Regulations require employers to carry out a specific risk assessment where women of child bearing age or new and expectant mothers may be at risk from a work process, working condition or physical, chemical or biological agent.

## Definition

A new or expectant mother means a worker who is pregnant, who has given birth within the previous six months or who is breastfeeding. "Given birth" is defined as "delivered a living child or, after 24 weeks of pregnancy, a stillborn child".

## Reporting

- You should inform the Headmaster as soon as pregnancy is confirmed in order to establish that it is safe to continue employment in the existing role throughout the pregnancy.
- Pregnant employees will continue to be employed in their existing jobs unless a risk assessment has identified that the job is potentially unsuitable due to danger to the employee or the unborn child.

## Specific Risks During Pregnancy

- Most general light office activities present no risk to the expectant mother. However, some tasks such as lifting of heavy items and stretching and reaching, must be avoided.
- Working with any chemicals must be covered by a COSHH assessment, which must take into account special risks associated with pregnancy. Exposure to any chemicals known to cause problems and identified with appropriate risk phrases, must be specifically prohibited. These include known carcinogenic substances which are listed in Appendix 5 of EH40 – Workplace Exposure Limits, published by the HSE and revised annually.
- The use of any chemicals listed in Table 1 of EH40, must be avoided. Chemicals listed in Table 2 of EH40 should not have any adverse affects when used up to the occupational exposure standard but to limit anxiety, exposure will be reduced as low a level as is reasonably practicable or avoided completely.
- Working with lead and mercury has been identified as a significant hazard and must be suspended during pregnancy.

Other hazards of special consideration for this group include:

- Noise
- Vibration
- Ionising radiations
- Non-ionising radiations
- Temperature extremes
- Physical fatigue
- Biological agents

## **Risks from Working with Display Screen Equipment**

The School is aware that, in the past, anxiety has been expressed about the possible effects of radiation emissions from DSE during pregnancy. Considerable research has been carried out and there is now substantial evidence that these concerns are unfounded. In light of this evidence, pregnant women do not need to stop work with DSE. However, to avoid problems caused by stress and anxiety, women who are pregnant or who are planning to start a family must discuss these concerns with their line manager as soon as possible.

### **Elimination of Risk**

If The School considers that there is a danger to the employee or the unborn child, the existing job will be modified so as to eliminate the risk wherever possible. If this is not possible, Human Resources must be contacted for further advice.

A procedure on New and Expectant Mothers is attached.



## New / Expectant Mothers Risk Assessment Form

School					
Name			Department		
Assessor			Ext.	Date	
Email			Number of weeks pregnant		
Notes *	(P) = Needs to be considered during pregnancy				
	(N) = Needs to be considered for new mothers				
	(B) = Needs to be considered for mothers who are breast feeding				
Hazard		Risk please tick		Remedial Action or Comments	Considerations
		Yes	No		
1. Manual Handling Tasks – Does the employee handle loads entailing risk? Notes * (P) (N)					
					<p>Consider each task that the pregnant worker may undertake. Determine:</p> <ul style="list-style-type: none"> <li>• The nature, duration and frequency of tasks/movements</li> <li>• Whether the task can be altered to reduce the manual handling risks.</li> <li>• Whether aids/equipment could be provided to assist with the task.</li> <li>• Patterns of working time and rest breaks</li> <li>• Ergonomic factors and working environment</li> <li>• Whether it is necessary to discontinue the task during pregnancy and if necessary upon her return to work (especially following a Caesarean section).</li> </ul>
2. Prolonged exposure to loud noises – Is the employee working in designated hearing protection zones? Notes * (P)					
					<ul style="list-style-type: none"> <li>• Prolonged exposure could increase blood pressure and tiredness, therefore must be avoided if possible.</li> <li>• Hearing protection will also be provided and made mandatory during pregnancy.</li> </ul>
3. Does the employee have access or work with equipment which causes shocks, vibration or movement? Notes * (P)					
					<ul style="list-style-type: none"> <li>• Regular exposure to shocks, low frequency vibration or excessive movement may increase the risk of a miscarriage.</li> </ul>
4. Does the employee work in areas of extreme heat or cold? Notes * (P) (B)					
					<ul style="list-style-type: none"> <li>• Pregnant women are more susceptible to heat, stress and fainting.</li> <li>• Breastfeeding may be impaired by dehydration.</li> </ul>
5. Is the employee working overtime or has long working hours? Notes * (P) (N)					
					<ul style="list-style-type: none"> <li>• Consider the number of hours worked and the tasks to be completed.</li> </ul>
6. Does the employee work at night or is there any shift work involved? Notes * (P) (N)					
					<p>Special consideration must be given to expectant and new mothers who work at night. If a medical certificate is provided stating that working at night could affect her health or safety you must:</p> <ul style="list-style-type: none"> <li>• Offer her suitable alternative employment during the daytime. If that is not available/reasonable: <ul style="list-style-type: none"> <li>◦ Give the new/expectant mother paid leave for as long as is necessary to protect her health/safety.</li> </ul> </li> </ul> <p>The above applies only if the risk arises at work. Seek advice from occupational health specialists.</p>

Hazard	Risk please tick		Remedial Action or Comments	Considerations
	Yes	No		
7. Are there hazards from workload and deadlines?				Notes * (P) (N) (B)
				<ul style="list-style-type: none"> <li>The amount of work should be manageable for the individual.</li> <li>The time to complete work should be within the capability of the individual.</li> </ul>
8. Does the user experience mental and/or physical fatigue from standing, posture or other work? (Please detail where this could apply)				Notes * (P) (N)
				<ul style="list-style-type: none"> <li>Working near sources of heat must be avoided.</li> <li>Ensure an even pace of work.</li> <li>Allow frequent breaks and avoid long working hours.</li> <li>Ensure seating is available where practical.</li> <li>Avoid situations where awkward posture is necessary for long periods of time.</li> </ul>
9. Does the work involve sitting in the same position for long periods of time?				Notes * (P)
				<ul style="list-style-type: none"> <li>There is a relatively high risk of thrombosis or embolism, particularly with constant sitting.</li> <li>In the later stages of pregnancy, women are more likely to experience backache</li> </ul>
10. Does the employee work in awkward or confined spaces / workstation?				Notes * (P) (N)
				<ul style="list-style-type: none"> <li>Due to the increase in abdominal size, it is hazardous to work in confined spaces or at workstations that do not adjust sufficiently</li> <li>Dexterity, agility, co-ordination, speed of movement, reach and balance may also be impaired.</li> </ul>
11. Workstation size and configuration (including seating)				Notes * (P) (N)
				<ul style="list-style-type: none"> <li>In the latter stages of pregnancy it may be necessary to adjust the workstation to suit the increasing size of the pregnant woman.</li> </ul>
12. Is display screen equipment in use and has a risk assessment been conducted recently?				Notes * (P) (N)
				<ul style="list-style-type: none"> <li>Has a workstation assessment recently been conducted?</li> </ul>
13. Does the employee work in conditions that involve biological or chemical agents/compounds (e.g. Hepatitis B, Herpes, Tuberculosis, Chicken Pox, Typhoid, Rubella, etc.) that are known to endanger the health of that worker or unborn child?				Notes * (P) (N) (B)
				<ul style="list-style-type: none"> <li>Assess the likelihood of the woman being exposed to these agents at work, e.g. if a colleague contracts a disease from a biological agent, the new or expectant mother will be advised and appropriate action arranged.</li> <li>Biological agents known to harm an unborn child include Rubella (German Measles) and Toxoplasma, Hepatitis B, HIV, herpes, TB, syphilis, chickenpox, typhoid, etc.</li> <li>The actual risk to health by chemical agents can be determined following a risk assessment of a particular substance at the place of work.</li> </ul>

Hazard	Risk please tick		Remedial Action or Comments	Considerations
	Yes	No		
14. Does the employee handle any hazardous products, e.g. drugs, pesticides, lead, etc.? (please specify)				Notes * (P) (N)
				<ul style="list-style-type: none"> <li>If any of the following risk phases appear on the health and safety data sheet, a full risk on the use of the product must be completed: R40, R45, R46, R61, R63, R64 (on some older sheets R47) or any numbers with SK in front of them</li> </ul>
Note: The safety data sheet must be checked to ensure that the pregnant worker will not be put at risk whilst continuing to use these products.				
15. Is the employee exposed to carbon monoxide or is there lack of sufficient oxygen?				Notes * (P) (N)
				<ul style="list-style-type: none"> <li>Pregnant women may have a heightened susceptibility to exposure. Take into account the control measures which are already in place.</li> </ul>
16. Is the employee lone working or in professional isolation?				Notes * (P) (N)
				<ul style="list-style-type: none"> <li>Assess the risks for the specific task. If necessary, discuss with H &amp; S Manager</li> <li>Continue to review this at regular stages of the pregnancy.</li> </ul>
17. Is any working at height e.g. climbing steps or ladders (please detail) conducted?				Notes * (P) (N)
				<ul style="list-style-type: none"> <li>Tasks which include climbing activities, e.g. ladders, step stools, etc., should be avoided.</li> </ul>
18. Are there slips, trips and falls hazards on the same level?				Notes * (P) (N) (B)
				<ul style="list-style-type: none"> <li>Wet surfaces, trailing cables, etc.</li> </ul>
19. Does the employee conduct tasks requiring balance or speed?				Notes * (P) (N)
				<ul style="list-style-type: none"> <li>Determine if any tasks apply.</li> </ul>
20. Is protective clothing and/or personal protective equipment (PPE) required?				Notes * (P) (N)
				<ul style="list-style-type: none"> <li>For those who wear overalls or uniforms, special requirements/concessions may be necessary.</li> </ul>
21. Is the employee exposed ionising/ion-ionising radiation?				Notes * (P) (N)
				<ul style="list-style-type: none"> <li>Do not allow any pregnant worker to use 'leak detector' guns.</li> </ul>
22. Travel to, from or whilst at work – Does the employee work in conditions that require excessive travelling / commuting?				Notes * (P) (N) (B)
				<ul style="list-style-type: none"> <li>Risks include fatigue, vibrations, stress, static posture, discomfort and accidents.</li> </ul>
23. Are welfare / resting facilities adequate and appropriate? (Including facilities to express and safely store breast milk, easy access to liquid refreshment, etc.)				Notes * (P) (N) (B)
				<ul style="list-style-type: none"> <li>Tiredness increases during and after pregnancy.</li> <li>The need for rest is both physical and mental.</li> <li>Is there appropriate access to facilities for breastfeeding mothers to express and store breast milk?</li> </ul>
24. Are hygiene facilities, e.g. toilets, etc. suitable and within easy access?				Notes * (P) (N) (B)
				<ul style="list-style-type: none"> <li>Is there easy access to toilets, e.g. close proximity, etc.?</li> </ul>

Hazard	Risk please tick		Remedial Action or Comments	Considerations
	Yes	No		
25. Is the employee exposed to occupational stress or violence?				Notes * (P) (N)
				<ul style="list-style-type: none"> <li>Hormonal, physiological and psychological changes can affect susceptibility to stress, anxiety or depression.</li> <li>Those who are in direct contact with customers and the public are particularly vulnerable.</li> </ul>
26. Does the employee have any pre-existing medical condition(s)?				Notes * (P) (N) (B)
				<ul style="list-style-type: none"> <li>Only consider those conditions that may have a detrimental effect on the course of pregnancy and the ability to work in comfort and safety.</li> </ul>
27. Has the employee reported any medical conditions resulting from the pregnancy, e.g.				Notes * (P) (N)
Morning sickness				<ul style="list-style-type: none"> <li>Shift work, exposure to nauseating odours</li> <li>Overtime, evening work</li> <li>Backache</li> <li>Varicose veins, haemorrhoids</li> <li>Frequent visits to the toilet,</li> <li>etc.</li> </ul>
Tiredness/fatigue				
Receiving medical care				
Any restrictions imposed by a doctor				
Other (please specify)				
28. Detail any other additional hazards /factors which have been identified during the Risk Assessment appraisal. Continue on a separate sheet if required.				Notes * (P) (N) (B)
				<ul style="list-style-type: none"> <li>working in pressurised encloses</li> <li>underwater diving</li> <li>Underground mining work</li> <li>Personal protective equipment (which is not generally designed for use by pregnant women)</li> <li>Etc.</li> </ul>
29. Given the information above, do you consider that there is a risk to the health and safety of the employee?				

Record of Assessment		
<b>Initial Assessment</b>	Signature	Date
Agreed by New or Expectant Mother		
Agreed by Manager or Assessor		
<b>Follow up Assessment</b>	Signature	Date
Agreed by New or Expectant Mother		
Agreed by Manager or Assessor		
<b>Return Review</b>	Signature	Date
Agreed by New Mother		
Agreed by Manager or Assessor		
<p><b>Please note: Further assessments will be required during pregnancy and upon return to work.</b>  <b>Date the appropriate columns on the form to indicate when these reviews were completed.</b>  <b>Add and date any further remedial actions required.</b></p>		

## **Office/Classroom Safety Policy**

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Whilst the school understands that the office/classroom environment is less dangerous than some other working places, it is committed to ensuring that accidents and incidents remain at zero. To this end, regular housekeeping inspections will be undertaken by staff.

All employees must keep their areas tidy at all times to enable the school to fulfil its health and safety obligations.

Office equipment, e.g. photocopiers, guillotines, etc., must only be operated according to the manufacturer's instructions.

Any fault, accident or dangerous occurrence must be immediately reported to the respective Head of House who will take appropriate action.

## Office/Classroom Safety Procedure

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- Furniture and equipment must be arranged so as to avoid injury from sharp corners.
- Upper drawers of filing cabinets must not be overloaded causing them to become top-heavy.
- Only one drawer of a filing cabinet must be opened at a time so as to avoid a tipping hazard.
- Wall storage racks must be securely anchored to prevent their movement or tipping, and must not be overloaded.
- Access to high upper storage shelves must only be gained by using the steps or safe access provided.
- Loads which are heavy enough to be likely to cause injury, must not be lifted, carried or moved. If in doubt seek help or mechanical assistance.
- When carrying files, you must not carry so many that your vision is obscured.
- Close desk and filing cabinet drawers after use.
- Paper guillotines are not to be operated without their guards.
- Cables from electric fires, telephones and leads to office electrical equipment are not to be laid across the floors so as to cause a tripping hazard.
- 'Daisy chaining' of electrical sockets (e.g. 4-way blocks off 4-way blocks, etc.) is potentially dangerous and must be avoided. Extra wall sockets will be installed.
- Floor coverings must be held down securely and kept flat and free from wear in places where a person could trip.
- Place scissors and other sharp tools where they will not cause injury.
- To avoid spillages and slips, take care when carrying liquids, e.g. hot drinks. Spillages must be cleared up immediately.
- At the end of each working day, non-essential electrical appliances will be switched off and their wall socket plugs removed.
- All electrical appliances such as kettles, coffee makers, etc. destined for use around the building must be inspected by a competent electrician prior to use.
- Any electrical fault must be reported to William Townend.
- Any adjustments to electrical equipment must be made with the power switched off except where authorised.
- Electrical repairs or maintenance are to be carried out only a competent electrician.
- Only properly trained and authorised personnel are permitted to operate specialised machinery and equipment.
- Good housekeeping must be maintained by keeping floors and working areas tidy, ensuring that fire exits and passageways are not blocked and taking care when using extension cables so they do not cause an obstruction.
- Fire doors must be kept closed at all times and must not be wedged open. Fire exits must be kept clear at all times.

## **Personal Protective Equipment Policy**

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In meeting the Personal Protective Equipment Regulations (PPE) Regulations the school will carry out a suitable and sufficient risk assessment of all activities within the workplace, where it has been identified that PPE will be used as a control measure.

The school will provide suitable PPE to employees who may be exposed to any risk while at work, except where the extent of any risk has been adequately controlled by other equally effective means. Such protective equipment will be without cost to the employee.

It is important that PPE is seen as 'last resort' protection. Its use will only be prescribed when engineering and management solutions (and other safe systems of work) do not effectively protect the worker from danger. The following guidelines will meet this responsibility.

### **1. Assessments and Issue of PPE**

Prior to choosing any PPE, the school will assess any risks which have not been avoided by other means, and periodically review the assessment to establish any significant change in the work practice or risk.

PPE must be compatible with other items of PPE. When PPE is supplied, it must bear the 'CE' mark. The School will ensure that any PPE provided is properly used and is maintained in an efficient state, working order, good repair, and in hygienic condition, thereby protecting the health and safety of employees in the function it is issued for. Adequate storage facilities will be provided for when the equipment is not in use.

Use PPE as specified. This is required under the PPE at Work Regulations.

### **2. Information, Instruction and Training**

The School will provide employees required to wear PPE with such information, instruction and training as is adequate and appropriate to enable the employee to know:

- the risk(s) which PPE will avoid or limit;
- the purpose and manner in which PPE will be used;
- action by the employee, if applicable, to ensure that the PPE remains in an efficient working order;
- the correct way of wearing the equipment;
- the maintenance and storage of PPE.

### **3. Storage**

Suitable storage must be provided for PPE in order to minimise loss or damage and prevent exposure to cold, damp or bright sunlight, e.g. pegs for helmets, pegs and lockers for clothing, spectacle cases for safety glasses.

### **4. Line Managers' Responsibility**

Line Managers must take reasonable steps to ensure that PPE provided is used. For example, by carrying out daily compliance audits for employees in their areas.

### **5. Users' Responsibility**

Each employee issued with PPE will make full and proper use of the equipment issued and ensure that it is returned to the storage facility after use. Any faults or significant signs of malfunction will be reported immediately.

# Personal Protective Equipment Procedure

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All employees, temporary staff and visitors will:

- Wear the appropriate PPE where required and provided
- Ensure PPE is suitable and fits correctly
- Inspect PPE before use and report defects, loss or problems to the relevant line manager or provider of the PPE.
- Correctly store the PPE after use.
- Sign for all PPE (except disposable PPE) provided.

## Compatibility of PPE

- Where two or more items of PPE are used, they must be compatible with each other. The user/wearer must be comfortable, and able to carry out their work.

## Reporting Loss or Defect

- Managers/Supervisors must ensure that all employees are instructed to report the loss or defects of any PPE provided.
- The employee must report any defect or loss as soon as possible.

## Guidance

It is essential that all PPE is suitable for use and replaced immediately if it shows signs of deterioration. The following information provides some guidance on the types of basic care of the product and some obvious defects to be aware of.

### Safety helmet

- Do not store in direct sunlight as it degrades the plastic
- If the hat has been dropped or something has fallen on it, it must be replaced
- Use the chin strap (if in place) to prevent it slipping off your head
- Do not use the hat if it has exceeded the manufacturer's recommended lifetime from production (*usually* 3 years) – the production date is stamped in the helmet, usually on the peak.
- Do not paint or deface as this will degrade the plastic

### Safety footwear

- Keep footwear clean so defects can be seen
- If the steel cap becomes damaged, the sole is cracked or punctured, or uppers torn, the boots must be replaced.

### (Disposable) Respirators

- These should be selected for the substance or material being used and assessed to ensure an appropriate protection factor is selected.
- These have a limited shelf life and if they are visibly dirty must not be used and must be disposed of. This should then be replaced with a new mask.
- Ensure the elastic face straps fit and have not perished. If the straps are damaged it may prevent the mask fitting properly and a new one must then be obtained.
- Facial hair will prevent a seal to the face.
- Use medical wipes to clean respirators, goggles and other types of personal items after use.



### **Safety harnesses**

- These must be checked every time they are used
- Seams and stitching should be visually inspected before use
- Ensure you know how to use the harness properly
- If any defects are identified, then you should not use the harness.

### **Hi-visibility jackets**

- Keep the jacket clean – it is designed such that you can be seen from substantial distances.
- Replace torn or worn jackets

### **Wellington boots**

- Substantial damage to the upper of the boot could reduce its protective/waterproof qualities and should therefore be replaced
- Keep your boots clean so defects can be seen

### **Overalls**

- Don't keep oily or dirty rags in the pockets as the oil soaks through the overalls to the skin and cause skin irritations. Prolonged skin contact with 'unrefined' or mildly refined mineral oils may cause scrotal or skin cancer.
- Replace torn or worn overalls

### **Safety eye wear**

- The impact resistance and physical protective qualities – chemical, molten metal, gas etc. should be assessed for suitability.
- Keep the safety eyewear clean.
- Do not use them if they are substantially scratched or damaged.
- The arms of safety spectacles get the most wear and tear and if they become loose, tighten them up.
- If the safety eyewear has been hit or impacted with an object then they must not be used and must be replaced.

## Personal Protective Equipment (PPE) Assessment

Name and Post of Assessor:		Date of Assessment:	
Activity Assessed:			

Nature of Hazard	Parts of the Body at Risk	Requirements of PPE	Possible Additional Risks Created by the PPE	PPE Chosen	Is PPE to be Worn with other PPE?	Is All PPE Worn Compatible	Suitability Requirements Satisfied*
					Yes <input type="checkbox"/> No <input type="checkbox"/> Please list:		
					Yes <input type="checkbox"/> No <input type="checkbox"/> Please list:		
					Yes <input type="checkbox"/> No <input type="checkbox"/> Please list:		
					Yes <input type="checkbox"/> No <input type="checkbox"/> Please list:		
					Yes <input type="checkbox"/> No <input type="checkbox"/> Please list:		
					Yes <input type="checkbox"/> No <input type="checkbox"/> Please list:		
Comments							

\* *Suitability Requirements are:*

1. *Effective control of risk.*
2. *Appropriate for conditions of use.*
3. *CE marked.*
4. *Fits ok*
5. *Ergonomics ok*
6. *Compatibility ok*
7. *Additional risks controlled*
8. *Employees consulted*

## Personal Protective Equipment Assessment

Name and Post of Assessor:		Date of Assessment:	
Activity Assessed:			

Nature of Hazard	Parts of the Body at Risk	Requirements of PPE	Possible Additional Risks Created by the PPE	PPE Chosen	Is PPE to be Worn with other PPE? List Below**	Is All PPE Worn Compatible	Suitability Requirements Satisfied*

*\*Suitability Requirements are:*

- 1. Effective control of risk.*
- 2. Appropriate for conditions of use.*
- 3. CE marked.*
- 4. Fits ok*
- 5. Ergonomics ok*
- 6. Compatibility ok*
- 7. Additional risks controlled*
- 8. Employees consulted*

Comments

Other PPE Worn

## Personal Protective Equipment Training

<b>Name and Post of Trainer</b>		<b>Date of Training</b>	
<b>Work Activity</b>			
<b>Employees being trained</b>			
1.	4.		
2.	5.		
3.	6.		
<b>Subjects covered in training</b>		<b>Subject Covered in Training Given Yes/N</b>	
Hazards and risks present			
How the PPE will protect against the hazards and risks identified			
Limitations of the PPE			
Correct fitting/wearing/use of the PPE			
Situations when the PPE is required			
Inspection/maintenance/cleanliness of PPE			
Loss/defect reporting			
Legal requirements and disciplinary procedures			
Additional subjects covered:			
<b>Comments:</b>			
<b>Signature of Employees Trained</b>		<b>I confirm I have received and understood training on PPE</b>	
1.			
2.			
3.			
4.			
5.			
6.			

## Personal Protective Equipment Issue Record

Name:					
Type of PPE issued	Date of Issue	Training Given Yes/No	PPE Issued/Training Provided by Signature	Signature of Recipient I confirm that I have Received Training and that the PPE is Suitable	Date of Receipt
<b>Head Protection</b>					
Hard hat					
Hygiene whites					
Other					
<b>Eye Protection</b>					
Glasses – impact					
Glasses – DSE					
Goggles – impact					
Goggles – dust/chemical					
Face shield					
Other					
<b>Foot protection</b>					
Boots/shoes – toe tectors					
Wellingtons					
Other					
<b>Hand/Arm Protection</b>					
Gloves					
Gauntlets					
<b>Body Protection</b>					
Overall or apron					
Outdoor clothing					
High visibility clothing					
Specialist clothing (e.g. for work with chain saws)					
Life jackets or buoyancy aid					
Harness or fall arresters					
Food hygiene clothing					
Other					
<b>Respiratory Protection</b>					
Disposable masks					
Cartridge respirators					
Air supply equipment					
Other					
<b>Hearing Protection</b>					
Ear plugs – reusable					
Ear plugs – disposable					
Ear defenders					
Other					

## Personal Safety Policy

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The aims of this Policy are:

- To enable The School to create and maintain a safer working environment for all employees, which is so far as is reasonably practicable, free from the threat of violence.
- To provide support to employees involved in violent incidents.
- To ensure that all incidents of violence/aggression are recorded and reported.

### Statement of Policy

The School recognises that there is always the potential for the personal safety of our employees to be placed at risk.

Whilst evidence suggests that the risk to employees from acts of violence or the threat of violence is very low The School is committed to minimising that risk, so far as is reasonably practicable, in accordance with its' legislative obligations and its common law 'duty of care'.

The School recognises that the creation and maintenance of a working environment, which presents a minimum risk to the personal safety of all employees, is mutually beneficial and conducive to the efficient and effective delivery of services. The School undertakes to take all reasonable steps to establish a safe working environment, which protects and provides support for all employees, ensuring their dignity and treating them with respect.

The underlying principle is that violence, in all its forms, is unacceptable to The School, irrespective of the reasons for that violence. This includes the physical act of violence, threats of violence, aggressive or abusive behaviour, harassment, bullying or other persistent antisocial behaviour.

The School is committed to the continued development and implementation of a range of measures and procedures, to protect and support the individual whilst engaged in school business, including:

- Robust security systems and procedures which have the capacity to prevent and control situations which may lead to the threat of violence
- Provision of adequate and relevant information and training to employees
- Reporting and recording systems for incidents, near misses and suspicious activity
- The provision of all necessary medical and professional support to employees who are victims of violence whilst at work
- Periodic monitoring and review of performance and provision

The measures undertaken to provide a safe and secure environment will be determined by a risk assessment, undertaken by appropriate persons, which considers:

- The individual
- The location
- The activities
- The existing controls
- The identification of additional measures which further minimise the risk.

# Personal Safety Procedure

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## Stage 1

The first step in a risk assessment is to identify the hazard. This can be done by:

- Asking employees: they may have knowledge that assessors are not aware of.
- Reviewing accident/incident report forms. There may be a pattern that events happen in a particular location, at certain times of the day or by a particular group of the public.

## Stage 2

Deciding on what action to take. Factors that will be considered in the risk assessment include:

- Training and Information
  - Train employees to identify early signs of aggression so they can avoid or deal with it.
  - Make employees aware of any systems set up for their protection e.g. systems for calling for assistance, personal alarms, etc.
  - Provide employees with information they may need to identify people with a history of violence or to anticipate factors that might make violence more likely.
  - Details of appropriate courses are available from William Townend.
- Environment
  - Provision of better seating and its arrangement to enable employees a safe escape
  - Better décor and lighting in public waiting rooms
  - Physical security measures such as adequate illumination, video cameras or alarm systems, coded security locks on doors to keep the public out of staff rooms/areas
  - Wider counters and raised floors on the employee side of the counter to give more protection.
- Design of the job
  - Use cheques, credit cards or tokens instead of cash.
  - Bank money more frequently and vary the route taken.
  - Check client's credentials, the place and arrangements for any meetings away from the workplace.
  - Arrange for employees to be accompanied by a colleague if they know they have to meet a suspected aggressor at a remote/isolated location or at their home.
  - Make arrangements for employees who work away from base to keep in touch e.g. consider using radios, mobile telephones, etc.
  - Maintain numbers of employees at the workplace to avoid lone working.
  - The threat of violence may not end when the shift is over. Consider what may happen subsequently and take appropriate precautions to counter such actions.
- Record the risk assessment and inform employees of the outcomes
- Review and revise assessments by checking it is a true reflection of the current work situation.
- Change existing measures if they are not working or the job changes.
- If a violent incident happens, review the assessment, evaluate it and make any necessary changes.

## Stage 3

Taking action, implementation

Take action to ensure the risk assessment is being implemented by employees and all procedures and practices are being followed. This can be done by:

- Discussion at team meetings

- Supervision of the work;
- Monitoring by line managers
- Carrying out inspections.

#### **Stage 4**

Checking that actions are in place and are effective: review

Line managers and risk assessors will check that the arrangements put in place are working and are effective. This can be achieved by:

- Consulting with employees
- Supervision of work activities
- Conducting inspections
- Monitoring and reviewing the practices/procedures in place
- Reviewing incidents and accidents rates to establish improvements.

If violence is still a problem then other measures will be tried.

Withdrawal from potentially physical violent attacks:

- Employees, who feel that circumstances are developing that may result in physical violence, have every right to withdraw from the situation or hand over any money or property.
- Employees are advised not to resist robbery or operate attack alarms unless this can be done covertly without escalating the risk.
- All such actions are supported by the school's Management and the HSW Act. Employees will then report the circumstances to their line manager for guidance, assistance, direction and support. Such practices of when to hand over money and property and when to withdraw from a situation will be recorded in the risk assessment.

#### **Counselling of Victims**

Employees who have experienced violence will need counselling soon after the event to avoid any long term distress. They will contact their line manager who will consider the following possibilities:

- Debriefing

Victims will need to talk through their experience as soon as possible after the event. Remember that verbal abuse can be just as upsetting as a physical attack. The victims will be assured of support from their managers.

- Recording the Incident

A "Violent Incident Report Form" must be completed following the incident by both the victim and line manager.

- Time off Work

Individuals will react differently and may need time to recover. In certain circumstances they might need special counselling. Line managers may be able to advise on counselling services. Time off for counselling, treatment or representation will be regarded as sickness absence or special leave. Employees will be made aware of the free Confidential Counselling Helpline (Tel: 0117 934 2121 quoting Policy Number TS53598042).



- Legal Help

In serious circumstances, legal help may be appropriate. The advice of Legal Services will be sought in deciding on whether to proceed with the case.

- Further Training

This will be considered for other employees who could be victims, as well as the victims themselves.

The Home Office leaflet “The Code of Practice for Victims of Crime” gives more useful advice if one suffers an injury, loss or damage from a crime, including how to apply for compensation. This leaflet is available from local police stations or by going to the following website:

<http://www.homeoffice.gov.uk/documents/victims-code-of-practice>

Advice may also be available from the following:

Citizens Advice Bureau	<a href="http://www.citizensadvice.org.uk/">http://www.citizensadvice.org.uk/</a>
Victim Support Schemes	<a href="http://www.victimsupport.org/">http://www.victimsupport.org/</a>
The Suzy Lamplugh Trust	<a href="http://www.suzylamplugh.org/home/index.shtml">http://www.suzylamplugh.org/home/index.shtml</a>

## Personal Safety: Reporting Assaults

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In the interest of employee safety and for monitoring purposes employees are required to report all incidents of violence or threatened violence. It is important that you encourage employees and students to report all incidents if a true picture of their nature and frequency is to be built. If an incident occurs employees should:

1. Immediately report the incident to their line manager.
2. Complete an incident form and in the case of actual physical injury, an accident form should also be completed. It is better to complete the report as soon as possible after the incident as your memory will still be fresh. When completing the report try to remember exactly what happened. Aim to answer these questions:
  - Who attacked you? What did they look like, try to recall their build, facial characteristics, distinguishing marks, and clothing.
  - What precisely happened (including details of the attack and of what was said)?
  - When did the attack take place?
  - Were there any witnesses?
  - What was the nature of your contact with the attacker?
  - Why were you communicating?
  - Why were you attacked? Was it, in your opinion, premeditated, or the result of a breakdown in communication?
3. If emergency treatment is not necessary, visit your doctor to record what happened and to check that you are not suffering from any non-emergency ill effects. If you need to take time off as a result of the incident, your manager may have to report what happened.
4. Take advice from your manager over what steps should be taken next in your specific circumstances. You may also want to talk to your union about what happened. It could be that the incident should be reported to the police.
5. Take photographs of any injuries sustained, as these will be useful if charges are pressed.

### **Is there Anything to be Learnt from the Incident?**

The incident will be assessed in terms of future risk by the line manager. What steps can be taken by all concerned to ensure that this doesn't happen again?

Information about more serious incidents will need to contain sufficient detail about all the relevant factors if it is to help you devise appropriate prevent strategies and, subsequently, monitor whether and to what extent they are effective.

Such detailed information includes:

- The context: where the incident occurred, time of day.
- The activity at the time of the incident.
- Details of the victim and assailant, and their relationship.
- Possible motive.
- The outcome, e.g. emotional disturbance, physical injury, fatal, other long-term emotional/disabling impacts (absence from work).
- Whether reporting procedures were followed, including where necessary to outside authorities, e.g. the police and HSE
- Whether any preventative measures, already in place, helped.

## Personal Safety: Violent Incident Report Form

Report form number		Date	/ /
Compiled by		Position	
Department			

Personal details			
Employee's name		Title	
Home address			
Contact number		Department	

Details of the attack			
Day/date of incident		Time of incident	:
Activity of victim undertaken at the time of incident			
Address and location of incident			

Details of the attacker (if known)			
Name		Age	
Address			
Description		Sex	male/female

Were the following involved?			
Drugs	yes/no	Mental disability	yes/no
Racial Harassment	yes/no	Sexual harassment	yes/no
Solvents	yes/no	Weapons	yes/no

Type of incident			
Antisocial behaviour	yes/no	Verbal abuse	yes/no
Threat of physical violence	yes/no	Physical violence	yes/no
Description of incident and injury/damage caused, including the events leading up to it (illustration may be useful)			

Action taken			
Medical treatment	yes/no	Police called	yes/no
Management informed	yes/no	Accident report form completed	yes/no
Time off work	yes/no	Legal action	yes/no
Counselling offered	yes/no	Counselling accepted	yes/no
Further comments			
Signature of employee		Date	/ /

To be completed by the victim's line manager	
Details of the investigation	
Details of counselling, training, supervision, etc., provided to the victim	
Actions taken towards the attacker	
Action taken to prevent a recurrence	
Signature	

# Risk Assessments and Operations Policy

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## Introduction

The School will complete risk assessments to ensure that all hazards to be found in the workplace and work operations are either eliminated or remedial actions implemented to reduce the level of potential harm to a minimum. Following the risk assessment, where required safe working procedures will be written and provided to all appropriate personnel. In assessing the risks in the workplace, The School will follow the Health and Safety Executive's 5-step approach (<http://www.hse.gov.uk/pubns/indg163.pdf>):

- identify the hazards;
- decide who might be harmed and how;
- evaluate the risks and decide on precautions
- record the findings and implement them;
- review the assessment and if necessary, revise it.

## Identifying Hazards

The School will identify the hazards by the following:

- consultation and conducting inspections of the workplace;
- analysing jobs;
- adopting a "what if" approach;
- listing all Acts and Regulations as they apply to the workplace.

Manufacturers' instructions, accident records, ill health records, etc., can help to identify hazards.

## Who Might be Harmed?

- Pupils
- Tutors
- Maintenance workers
- Contractors
- People sharing your workplace
- Operators
- Cleaners
- Members of the public.

Particular attention will be paid to:

- Employees with disabilities
- Visitors
- Inexperienced employees
- Lone workers

## Evaluating the Risks

For the hazards listed, do existing precautions:

- Meet the standards set by legislation?
- Comply with a recognised industry standard?
- Represent good practice?
- Reduce risk as far as reasonably practicable?

The following should be provided:

- Adequate information, instruction or training?
- Adequate systems or procedures?

If so, risks are adequately controlled but the precautions that are in place need to be indicated. If the risk is not adequately controlled, an 'action list' will be written.

### **Recording the Findings**

The School must be able to show that:

- A proper check was made.
- Persons affected are identified.
- Obvious significant hazards are dealt with
- The precautions are reasonable and the remaining risk is low.

Records will be kept for future reference: an inspector may ask for them or if you become involved in any legal action they will be required.

### **Review and Revision**

If there is a significant change in working practices, e.g. purchase of new machinery or substances, employment of new employees, etc., this could present new hazards. Amendments will not be made for trivial changes, only for significant ones.

Risk assessments need to be reviewed to determine their suitability following any related accident.

It is good practice to review assessments from time to time (and especially following any accident) to ensure precautions are still working effectively.

## **Risk Assessment Procedure**

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### **Management of the Risk Assessment Process**

Before risk assessments can be completed, the following steps must be taken:

- Identify the person responsible for the management of the risk assessment process for your department.
- Train a number of personnel in the risk assessment process.
- List all risk assessments to be completed.
- Introduce a system for the completion of all remedial actions.

### **Procedure**

- A risk assessment will be conducted using the Risk Assessment Form.
- The Risk Assessment Form will be returned to the identified responsible person upon completion for review.
- Line Managers will inspect and implement proposed courses of action reducing risk to as low a level as possible.
- Complete a safe working procedure if required.
- Record all findings and review all risk assessments either annually or if something significant changes in the work process/area.

## Risk Assessment Form

Date:	Ref. No:	Review Date:	Assessor/s				Assessors Signature:					
Description of task to be assessed:							Area or Dept:					
							Persons Exposed (e.g. employee, contractor, public etc)					
<p><b>Section A - Hazard Identification and Initial and Risk Assessment</b>  Review how the task is, or is going to be, undertaken. Consider each step in the task. If possible, observe how the task is undertaken. When conducting this review, ensure you consult personnel who are involved and consider any existing documentation that may have a bearing on your assessment (e.g. documented procedures and policies, equipment used for task, chemicals, substances employed, services used (electricity, gas, compressed air etc.) or maintenance procedures.</p> <p><b>Section B - Additional Risk Control Measures</b>  Identify any hazard which has a risk rating greater than five (5). If no hazards are rated greater than five (5) then the risk assessment is complete. If there are hazards with a risk rating of greater than five (5) then additional risk control measures need to be considered. For each hazard identified as requiring an additional risk control measure, review the hazard and decide what additional controls can be introduced to sufficiently reduce the risk to an acceptable level. Re-calculate the revised risk rating taking into account the proposed additional controls.</p>												
Ref	Hazard	Potential Harm	Existing Risk Control Measures	Level of Risk			Additional control measures	Residual risk			Person responsible	Target completion date
				Prob-ability	Severity	Risk Score		Prob-ability	Severity	Risk Score		



**Section C - Additional Comments**

Add any other comments that are relevant to the risk assessment.

Severity						
Probability		Nil 1	Minor 2	3-day 3	Major 4	Fatal 5
	Very likely 5	5	10	15	20	25
	Probably 4	4	8	12	16	20
	Possible 3	3	6	9	12	15
	Remote 2	2	4	6	8	10
	Improbable 1	1	2	3	4	5

Level of risk	Action and timescale
High	You should not start work until the risk has been reduced. You may have to set aside considerable resources to reduce the risk. If the risk involves work in progress, you should take urgent action. If it is not possible to reduce the risk even with unlimited resources, you must stop all work.
Medium	You must try to reduce the risk, but should carefully measure the cost of prevention. You should use measures to reduce the risk within a defined time period. If the medium risk is associated with extremely harmful consequences, you may need to carry out another assessment to identify more precisely the likelihood of harm. This will help you decide whether you need to use improved control measures.
Low	You don't need to take action or keep documentary records. Monitoring is necessary to make sure that the controls are still effective.

## Risk Assessment: How to Complete the Form

You need to gather together all the relevant information on the risks and hazards of the task being assessed. You can use the risk-assessment form to help you make the assessment and create a written record of that assessment process.

The first part of the form is used to record the date of assessment, review date, description of the task to be assessed, the department or area and who may be exposed to the hazards.

### Section A – Initial Risk Assessment

In this section you need to consider what the hazards are. In doing this, it is important to consult with staff who work in the area and any existing documentation that may have a bearing on the risk assessment (e.g. documented procedures and policies, equipment used, services used (electricity, gas, etc) and maintenance procedures).

Once the hazard has been identified you should then decide what the potential harm is from the hazard and what existing control measures are in place. An example is given in Table 1.

Table 1	Hazard	Potential Harm	Existing Risk Control Measures
	Using computer workstations incorrectly	Repetitive strain injury and back injury	Induction training given
	Lifting heavy files on to shelving	Injury, especially to the lower back	None

For each hazard the level of risk is estimated taking into account the existing control measures. So for the above two examples:

Table 2	Level of Risk		
	Likelihood	Severity	Risk Score
Using computer workstations	4	3	12
Lifting heavy files	4	4	16

### Section B – Additional Risk Control Measures

For each hazard that you have assessed with a risk greater than 5 (i.e. a medium or high risk), you need to list it in section B. You then need to list, where practicable, any additional things that can be done to reduce the risk as shown in Table 3.

Table 3	Hazard	Additional Control Measures
	Using computer workstations incorrectly	1. Carry out full DSE workstation assessment. 2. Ensure corrective actions implemented.
	Lifting heavy files on to shelving	1. Use trolleys to transport files. 2. Use steps to gain access to shelves. 3. At risk staff to carry out manual handling training.

With these new control measures in place the risk is re-assessed as shown in table 4.

Table 4	Level of Risk		
	Likelihood	Severity	Risk Score
Using computer workstations	1	3	3
Lifting heavy files	2	4	8

It can be seen that in this example the risk will be reduced in both of the examples. In some situations, it may not be possible to reduce the risk to a low level and a medium risk can be accepted provided that staff are fully informed of the level of risk and the protective measures in place. A high residual risk must not be accepted.

The person responsible for carrying out or implementing the additional control measures completes the last two columns in section B, which includes a target completion date.

### Section C – Additional Comments

Section C allows you to add any additional comments relating to the risk assessment. This may include occasions when you do not have enough information or knowledge to fully assess the risk.

## **Risk Assessments Aide-Memoir**

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The following headings will give you a number of most likely disciplines you should consider when undertaking a risk assessment. Decide if any of the main headings apply to the task and then add them onto the risk assessment form as a hazard.

Some headings ask questions, e.g. Permits to Work section. You must consider whether these are required and if so which one. These will then be added into the remedial actions column.

Consider also the bullet points attached to each section. They may provide you with some of the remedial actions that you need to take as well.

Please Note: This is not intended to be an exhaustive list. Your particular tasks/area may have other considerations to be taken into account.

### **Accident Procedures - Do you have the correct procedures in place?**

- Is there an accident book (compliant with the Data Protection Act) readily available?
- Has everyone received training in The School's accident procedure?
- Has someone been made responsible for RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations) reporting?

### **COSHH - What should you consider if any hazardous products are being used?**

- Can you discontinue use of the product? (First priority)
- Can you substitute the product with a less hazardous one?
- Has the person been trained to understand the hazards of the products?
- Are Material Safety Data Sheets (MSDS/COSHH sheets) available and nearby?
- Have your first aiders received a copy of the Material Safety Data Sheets for products used in their areas?

### **Electrical Equipment**

- Are the personnel working on the equipment qualified to do so?
- What safety measures must be taken in order to work on this equipment?
- Are the first aiders aware that electrical work is taking place?
- Is there an on-going procedure in place for PAT (portable appliance testing - electrical) testing of all equipment?
- Is the testing still in date?
- Is there a procedure in place to ensure that any employee bringing personal electrical equipment into the building (radios, phone chargers, etc.) has it PAT tested before use?

### **Emergency Measures**

- Are the fire exits clearly marked with a pictorial sign (e.g. "running" man)?
- Are there adequate and correct fire extinguishers in the area whilst the task is being undertaken?
- Are there written evacuation procedures close by?
- Are the fire exits blocked?
- Do you have disabled employees or visitors?

### **Driving for the school**

- Do you check the current driving licenses of all personnel who drive on behalf of The School on a regular basis?
- Do all School vehicles have first aid kits in them?
- Do all School vehicles have fire extinguishers in them?
- Has smoking within the vehicle and use of hand-held mobile phones whilst driving been banned?
- Have you completed a risk assessment for all tasks completed by School drivers?
- Are all School vehicles regularly maintained?

### **DSE (Display Screen Equipment)**

- Have all DSE “Users” been identified and a DSE Assessment completed?
- Do you have a School Eye and Eye Sight Policy (legislative requirement)?

### **First Aid**

- Is there a fully equipped first aid box available at all times?
- Are there adequate numbers of first aiders available at all times when the building is in use?
- Is an eyewash station required?

### **Lone Working**

- Do you have any lone workers or those in professional isolation?

### **Manual Handling - Does the task involve an element of lifting, pulling or pushing? If so, consider the following:**

- Have personnel received training in manual handling?
- Is a written manual handling assessment required? It could be if it involves any excessive pushing, pulling, repetitive movements or twisting/bending, etc.
- Individual capability.

### **Machinery - Consideration must be given to safety when using a piece of machinery.**

- Is there an adequate maintenance procedure in place?
- Does the machine need to be isolated electrically?
- Are there guards in place to ensure that contact with moving parts is not possible?
- Is it excessively hot?
- Is it excessively cold?
- Are there very sharp edges to be avoided?
- Is there a nip point?
- Is it a power press?
- Can body parts be trapped by equipment?
- Is the area to be worked in very cramped with poor housekeeping?

### **Maintenance**

- Is all machinery/equipment regularly maintained?
- Are all personnel undertaking the maintenance trained to do so?
- Are there risks assessments and safe working procedures in place?

### **Personal Protective Equipment - What is needed**

- Masks?
- Air fed helmet?
- Safety Goggles?
- Harness?
- Lone Worker alarm?
- Gloves specific to task?
- Ear protection?
- Specialised overalls?

Have all personnel been trained in the use of their protective equipment?

### **Personnel**

- Training – Is the person qualified to undertake this work?
- Are they physically capable of carrying out this work?

- Do they have any disabilities that need to be considered?

### **Task**

- Is specialist equipment needed?
- Is specific personal protective equipment required?
- Are barriers and warning signs needed?
- Have the personnel completing the task been trained to do so?

### **Stress**

- Is there a procedure available for the stress related concerns of all personnel?

### **Waste**

- Will waste be generated during the work in progress, e.g. waste hydraulic fluid, etc.
- Do personnel know how to dispose waste correctly?
- If the waste is hazardous has the correct procedure been implemented for its disposal?

### **Working Area**

- Are all emergency exit routes clear at all times?
- Is there a housekeeping procedure in place?
- Is the work area congested?
- Are there any trip hazards around, e.g. cabling, personal belongings?
- Is the floor slippery?
- Is the carpet in good condition?
- Are there potholes?
- Are there barriers available for cleaners to use?

## Safeguarding Children Policy

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Hill House International Junior School fully recognises its responsibilities for child protection as embodied in the founding Principles of the School, namely:

- The safety of the child
- The happiness of the child at work or games
- Good manners and discipline
- Preparation for the next school

Our policy applies to all staff, governors and volunteers working in the school. The main elements of our policy are:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the Local Safeguarding Children Board and take account of guidance issued by the Department for Education to:

- Ensure we have a designated senior person for child protection who has received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for child protection.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection.
- Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.

- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos, which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy (as laid out in the “Code of Politeness for all pupils”), which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child’s social worker is informed.

### **Guiding principles for intervention to protect children**

The school will ensure that the principles identified below, many of which derive from the Children Act 1989, are followed by all staff.

- All children have a right to be kept safe and protected from abuse.
- Child abuse can occur in all cultures, religions and social classes.
- Staff must be sensitive to the family’s cultural and social background.
- Children must have the opportunity to express their views and be heard.
- If there is a conflict of interests between the child and parent, the interests of the child must be paramount.
- The responsibility to initiate agreed procedures rests with the individual who identifies the concern.
- All staff must endeavour to work in partnership with those who hold parental responsibility for a child.
- Information in the context of a child protection enquiry must be treated as CONFIDENTIAL and only shared with those who need to know.
- All staff should have access to appropriate and regular training.
- School management must allow staff sufficient time to carry out their duties in relation to child protection and safeguarding.

## **Procedures**

### **The role of the Principals**

- To ensure that safe recruitment procedures are followed and that all appropriate checks are carried out on all staff.
- To provide sufficient resources to enable appropriate training to be given to the Second Master, the Designated Officers and other staff.
- To ensure that the school has procedures for dealing with allegations of abuse against members of staff that comply with the London Safeguarding Children Board (LSCB).
- To ensure that the policy and procedures are reviewed annually.

### **The role of the Second Master**

- Understand procedures set out by the London Safeguarding Children Board and the role of the Designated Officer.
- To ensure that at least one member of any recruitment board has trained in safer recruitment.
- Monitor the effectiveness of the policy and these procedures and liaise with the Designated Officers over amendments.
- Ensure that the Designated Officers receive sufficient support and training.
- Ensure that all staff know and are alert to possible signs of abuse and know what to do if they have any concerns or suspicions.
- Create a safe environment and a caring ethos within the school.
- Make parents aware of the school's Safeguarding Children Policy.
- Support pupils through related policies (anti-bullying, behaviour).

### **The role of the Designated Officer(s)**

- Be familiar with and understand the DoFE guidance *Keeping children safe in education* (July 2015) and LSCB procedures.
- Be responsible for referring cases of suspected abuse or allegations to the relevant agencies according to the LSCB. This includes dealing with allegations against members of staff.
- Ensure each staff member is aware of and has access to the school's Safeguarding Children Policy and has received appropriate training to be refreshed at least every three years.
- Act as a source of advice and co-ordinate action in school over any case of abuse.
- Keep written records that are detailed, accurate and kept secure.
- Liaise with the Second Master over any issues.
- Monitor the effectiveness of the policy and procedures and report, at least annually, any need for amendment to the Second Master.
- Keep up to date with training in identifying and referring suspected cases of abuse and pass new information to staff and the Second Master – refresh training every two years.

### **The role of the teacher**

- Be aware of the contents of the Safeguarding Children Policy and procedures and the identity of the designated teacher.
- Undertake training to identify possible causes of abuse.
- Be open, accepting and ready to listen to a child. Take the child's worries seriously.
- Do not interrupt if he or she is recalling a significant event; the first account is usually the most accurate.



- Do not guarantee confidentiality; referrals may have to be made in order to safeguard the child.
- If you need to ask questions to clarify understanding, do not lead the child, but make the questions as open as possible.
- Report orally to the designated teacher as soon as possible.
- Make a written note of the discussion within twenty-four hours to give to the designated teacher. Note time, date, place, people present and what was said. Try to make the record verbatim; your notes may be needed in subsequent court proceedings.
- You are not required to investigate further, but you may be required to support or monitor the child in the future.

### **Appointing of staff**

We are committed to adhering to the principle of safer recruitment when appointing staff taking account of the Department of Education Statutory Guidance *Keeping children safe in education* (July 2015) and will observe the following safeguards:

- That documentation sent out to potential candidates will make it clear that safeguarding and child protection is a high priority of the school and that rigorous checks will be made of any candidate before appointments are confirmed;
- That all references will be taken up and verified by telephoning referees;
- That a reference will always be obtained from the last employer;
- That at interview candidates will be asked to account for any gaps in their career/employment history;
- That candidates will be made aware that all staff are subject to an enhanced DBS check;
- That evidence of relevant checks will be recorded and stored in a single, central location, easily accessible when appropriate and necessary.

### **Staff contact with pupils**

As adults in positions of trust and in order to minimise the risk of accusations being made against staff as a result of their daily contact with pupils, all school staff will adhere to the school's expectations regarding professional conduct and should familiarise themselves with the DfE Guidance regarding reasonable force:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/355362/use\\_of\\_reasonable\\_force.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/355362/use_of_reasonable_force.pdf)

### **Dealing with allegations of abuse against staff**

Allegations that might indicate that a person is unsuitable to continue to work with children are where a person has:

- Behaved in a way that has harmed a child or may harm a child
- Possibly committed a criminal offence against a child
- Behaved towards a child that indicates that he/she is unsuitable to work with children

If any allegation of abuse is made against a member of staff, the LSCB procedures will be followed and we shall have regard to the guidelines on practice and procedure given in *Keeping children safe in education* (July 2015). Depending on the situation the following procedure may be followed:

- A member of staff receiving an allegation of abuse against another member of staff should report this immediately to the Second Master, unless the Second Master or a Principal is the one against whom the allegation is made. An allegation against the

Second Master or a Principal should be reported to another of the designated Safeguarding Officers. [In such circumstances all further references in the following procedures to the “Second Master” or “Principal” should be taken to refer to that alternate Safeguarding Officer.] If the Second Master is absent, the report should be made to a Principal.

- The Second Master (or Principal) should consult the local authority Safeguarding Children Referral & Assessment Team and obtain written details of the allegation, signed and dated, from the person who received the allegation (not the child).
- The Second Master (or Principal) should record any information about dates, times, locations and names of potential witnesses.
- An initial assessment of an allegation should be made by the duty officer and the Second Master (or Principal) to judge whether there is need for immediate action to protect the child, the allegation is demonstrably false, there has been inappropriate behaviour or poor practice that can be dealt with through the school’s disciplinary procedures.
- Where a referral is made because the child has suffered or is likely to suffer significant harm, or the alleged abuse is a criminal offence, the LSCB procedures will be followed.
- The Local Authority Designated Officer [LADO], (Angela Flahive – tel: 020 73613467), will be informed of all allegations and be invited to discuss the allegation with the Second Master to confirm details and the best way of informing parents (if they are not already aware).
- The Second Master will inform the accused person about the allegation after consulting the LADO.
- If the allegation is not false or unfounded and there is cause to suspect a child is suffering, or likely to suffer significant harm, a strategy meeting will be convened.
- The LADO may hold meetings with other agencies e.g. the police, if it is judged that the threshold of significant harm has not been reached.
- Teachers are permitted to use reasonable force to control or restrain pupils in certain circumstances, including dealing with disruptive behaviour. This should be taken into account if the allegation is about physical contact.
- In cases where other interagency involvement is not required, the LADO will discuss with the Second Master what steps to take. The Second Master may decide to take no further action, to dismiss the person or not to use that person’s services in the future.
- Where further investigations are required before deciding how to proceed, the Second Master will decide, with the LADO, who will investigate; this may be an independent investigator provided by the local authority (Royal Borough of Kensington & Chelsea).
- The Second Master will make the decision whether or not to suspend, given the risk to the child and where the allegations warrant investigation by police.
- If the allegation is substantiated, the person is dismissed or the school no longer uses his/her services, then the LADO will discuss with the school whether a referral should be made to the ISA.
- If an allegation is not substantiated and the person returns to work, the school will support that person through offering for example, a phased return or a mentor.

### **Dealing with allegations of abuse by pupil upon pupil**

As with allegations of abuse by staff, this is a serious matter. The following protocol will be followed:

1. A member of staff receiving an allegation of abuse by pupil upon pupil should report this immediately to the relevant Designated Officer [their Head of House]. If the Designated Officer is absent, the report should be made to the Second Master.

2. The Designated Officer should record any information about dates, times, locations and names of potential witnesses.
3. This report should be handed on to the Second Master, who will refer it on to the Tri-borough Safeguarding and Child Protection Schools and Education Team (020 7598 4876) for advice on how to proceed.

### **Confidentiality**

We accept that child protection raises issues of confidentiality, which should be clearly understood by all staff.

### **Record keeping and reports**

It is expected of all staff to maintain high quality signed and dated child protection records, which separate fact, allegation, hearsay and opinion and which clearly indicate decisions and action taken. These records may in some cases be required in court proceedings.

It is further expected of school staff to assist the Family and Children's Services Department by providing information to contribute to child protection enquiries and for child protection case conferences as required.

### **Monitoring pupils on the child protection register**

It is expected that teachers monitor closely the welfare, progress and attendance of all pupils. Relevant and pertinent information relating to children either subject to a Child Protection Plan or deemed Children in Need will be provided in a timely fashion to Family and Children's Services staff.

### **Communicating policy to parents and pupils**

It is expected that parents and pupils be informed that the school has a child protection policy and is required to follow the LSCB Guidelines for reporting suspected abuse to the Family and Children's Services Department.

Pupils and parents should know how the school's child protection system works and with whom they can discuss any concerns. They should also be made aware of local or national telephone helplines.

### **Child protection in relation to other school policies**

This child protection policy should be read in conjunction with other relevant school policies such as behaviour and discipline and anti-bullying.

### ***Strategies for managing child protection***

#### **Recognising indicators of abuse**

Staff in schools are uniquely placed to observe outward signs of abuse, unexplained changes in behaviour or failure to develop. Children who are victims of abuse often display emotional and behavioural difficulties. Staff should also be aware that children with special educational needs may be especially vulnerable to abuse and, therefore, extra care should be taken to correctly interpret apparent signs of abuse or neglect.

The following signs may not be proof that abuse has occurred but they should give rise to suspicion:

**Physical abuse**

- Bruises particularly on parts of the body where they are not normally seen after simply falling over or bumping into things.
- Lacerations or burns.
- Other unusual marks or injuries.

**Neglect**

- Inadequate clothing.
- Poor growth.
- Hunger or apparent deficient nutrition

**Emotional abuse and sexual abuse**

- Excessive dependence.
- Attention-seeking and/or strong need for affection.
- Inappropriate sexualised behaviour.

If there is a belief that a child may be suffering, or may be at risk of suffering significant harm, then the concerns should always be referred to the local authority social services department, even before consultation with the parents of the child[ren] involved, in line with best practice.

- Telephone the duty social worker.
- Follow up with a written referral.

In general, if there are concerns about a child's welfare:

- Always record concerns in writing whether or not action is taken.
- Always record any discussions about the welfare of the child.
- At the close of any discussions always reach a decision: either what action will be taken and by whom or that no action will follow.

If a child tells a teacher that they have been abused in some way

- Carefully record what they say at the time, or as soon as possible afterwards, using the words used by the child.
- Reassure the child that they have done the right thing in telling you.
- Never promise absolute confidentiality. The degree of confidentiality must be governed by the need to protect the child. Explain to the child that you may have to tell others in order to make sure they are safe.
- Listen to the child. Do not ask leading questions.
- Report to and give written notes to the designated teacher as soon as possible.

## **Safeguarding Officers**

Lead Safeguarding Officer

and Governor Responsible for Safeguarding Mr. Edmund Townend

### *Heads of House*

Main School, Hans Place

Mr. Edmund Townend

Upper School, Cadogan Gardens

Miss. Karen Traut

Middle School, Cadogan Gardens

Mrs. Melanie Rickards

Lower School, Pont Street

Miss. Ria Di Giorgi

Small School, Flood Street

Mrs. Jenny Bright

*This policy is due for review in Summer 2016, although any deficiencies or weaknesses in child safeguarding arrangements identified before then will be remedied immediately.*

# Health and Wellbeing Policy

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## Introduction

The school is committed to protecting the health, safety and welfare of our employees and recognise that workplace mental health and wellbeing is a health and safety issue. We acknowledge the importance of identifying and reducing work related stress.

We believe that all employees have the right to expect that their working conditions and relationships will be such that they do not result in prolonged stress symptoms.

The prevention and effective management of stress that is work related is central to the school's responsibility to its employees and to the role of managers and supervisors.

This policy will apply to everyone in the school and line managers are responsible for implementation and the school is responsible for providing the necessary resources.

The School cannot address all potential stressors, especially those emanating from outside the work environment and cannot eradicate all stress from the workplace. It recognises that stress may not be directly work related and can result from a range of causes including domestic circumstances, financial pressures and conflicting demands between workplace and home. However, this policy outlines the school's intent to prevent and address work-related stress where it is able to do so.

## Definition of Stress

The Health and Safety Executive define stress as "the adverse reaction people have to excessive pressure or other types of demand placed on them". This makes an important distinction between pressure, which can be a positive state if managed correctly, and stress, which can be detrimental to health.

## Objectives

Whilst it may not be possible to eradicate all work-based stress, The school wishes to create an organisational culture in which issues of employee stress are taken very seriously and the well being of employees is given the highest priority.

This policy statement is an indication that the school is committed to:

1. Preventing, in so far as is practicable, employee stress resulting from work practices, excessive workloads or interpersonal relationships within the workplace.
2. Where work-related stress does occur, taking steps to minimise the impact of this stress on individuals.
3. Identify all workplace stressors and conduct risk assessments to eliminate stress or control the risks from stress. These risk assessments will be regularly reviewed.
4. Provide training as required for all managers and supervisors and employees understand and recognise the nature, causes and management of work-related stress; and, for managers in particular, how to prevent or minimise work-related stress.
5. Provide confidential counselling for employees affected by stress caused by either work or external factors.
6. Provide adequate resources to enable managers to implement the school's agreed health and wellbeing management strategy.

## Health and Wellbeing Procedure

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### Responsibilities

#### Head of House will:

- Conduct and implement recommendations of risks assessments within their jurisdiction.
- Ensure good communication between management and employees, particularly where there are organisational and procedural changes.
- Discuss issues with employees and provide regular and accurate information on matters which affect them and their work.
- Establish clear work objectives for individuals that are measurable, achievable, reasonable and in accordance with established procedures and collective agreements.
- Regularly meet with employees to conduct performance appraisals.
- Ensure employees are provided with meaningful developmental opportunities.
- Identify posts where stress has been or is a problem.
- Monitor workloads to ensure that people are not overloaded.
- Monitor working hours and overtime to ensure that employees are not overworking. Monitor holidays to ensure that employees are taking their full entitlement.
- Meet all employees reporting directly to them on a planned and regular basis.
- Attend training as requested in good management practice and health and safety.
- Ensure that bullying and harassment is not tolerated within their jurisdiction
- Be vigilant and offer additional support to employees who are experiencing stress outside work e.g. bereavement or separation.
- Ensure employees have the necessary skill and reasonable timescales when allocating work.
- When your employees are absent, find out why in a sensitive and appropriate manner. Contact and offer support to employees on longer-term absences.
- Ensure that all new employees in their section receive a planned local induction programme, which fully prepares them for their work.
- Ensure employees are fully trained to discharge their duties.
- Identify the training and development needs of their employees.
- Allow time for your employees to attend corporate induction events, including safety training.
- Ensure employees they are given advice, support and any necessary training to help them adjust to any job changes or promotions.
- Ensure that employees are treated fairly and consistently.
- Ensure that confidentiality is maintained when employees have disclosed matters to them.
- Create a culture in which it is clear that bullying and harassment will not be tolerated and deal promptly with those who are accused of inappropriate behaviour.
- Take seriously employees concerns about inappropriate behaviour and ensure procedures to support employees are in place.
- Ensure that employees know they can raise concerns, and their concerns will be treated seriously and sympathetically; avoiding a blame culture.
- Recognise that employees need to balance their work and home lives and responsibilities

### **Human Resources will:**

- Resource specialist advice and awareness training on stress
- Assist and support managers conducting stress risk assessments
- Support individuals who have been off sick with stress and advise them and their management on a planned return to work
- Refer to workplace counsellors or specialist agencies as required.
- Monitor and review the effectiveness of measures to reduce stress.
- Inform the employer and the health and safety committee of any changes and developments in the field of stress at work.
- Give guidance to managers on the stress policy.
- Assist in monitoring the effectiveness of measures to address stress by collating sickness absence statistics.
- Advise managers and individuals on training requirements.
- Provide continuing support to managers and individuals in a changing environment and encourage referral to occupational workplace counsellors where appropriate.

### **Employees will:**

- Be alert to possible changes of behaviour that stress can cause - increased smoking, drinking, poor sleep patterns.
- Discuss with your Head of House any other manager or supervisor if they or their colleagues are experiencing signs of stress.
- Make use of any counselling services provided by their employer.
- See their GP, if they have concerns about stress affecting their health.
- Not put their well-being at risk, such as by stopping taking breaks from DSE work or taking other shortcuts in safe working procedures.

### **Reporting Stress**

1. The school recommends that employees seeking help should normally approach their Head of House in the first instance, with a view to resolving any issues at an early informal stage
2. If the employee feels unable to approach their Head of House they may approach HR.
3. Where it is not possible to resolve any issues informally the employee may wish to consider taking out a grievance, or making a formal complaint.
4. The Human Resources Department is also available to provide guidance and assistance, which may include the provision of counselling where necessary.
5. The school offers a programme of independent professional counselling for employees suffering from work-related stress to aid their recovery. The school will pay for this counselling. The counselling will be entirely confidential and independent.
6. The Counsellor will, with the employee's consent, inform HR of the circumstances that are contributing to the employee's stress
7. There may be occasions where stress impacts so negatively on health that individuals take time off work, therefore the normal sickness procedure will be followed.

### **Monitoring and Review**

Monitoring and evaluation are essential to any effective policy of stress management. They provide feedback, which is critical to the maintenance and development of strategies and procedures to control stress in the workplace.



## **Training Policy**

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The school will arrange health and safety training for employees and will identify any special requirements of training for those employees whose duties involve some particular safety or environmental requirement.

All new employees will undergo general and specific (to their intended work area) induction training. It is the responsibility of the Head of House to see that each new or relocated employee understands all of the health and safety requirements of his/her job and work area.

New employees will be provided with a copy of the staff handbook which contains the necessary information with regard to the schools Health and Safety management policies and procedures.

# Training Procedure

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## General

The School has compiled a Training Plan that identifies the training needs of all personnel, based on job description, responsibilities and any relevant health and safety risks and environmental aspects associated with their work or environment.

## Induction

All staff will receive health and safety awareness training at induction. For some members of staff, information provided at induction will be sufficient, e.g.:

- general safety awareness
- fire safety
- evacuation procedures
- reporting of accidents/incidents
- COSHH (as necessary)
- DSE
- manual handling (as necessary)
- PPE (as necessary)
- risk assessment

This information is contained within the staff handbook.

Additional training is necessary where there are significant health and safety risks. Staff working in these risk areas will therefore undergo additional training / briefings to lessen risk and maintain legislative compliance.

Senior management also requires awareness of strategic issues associated with health and safety management and its contribution to overall business performance, thereby gaining commitment to successful implementation of the Health and Safety Policy.

## Training Plan

The training plan is divided into four stages:

- Identification of necessary skills School-wide.
- Identification of individuals who require skills.
- Identification of current level of skill ('skills gap'), based on areas on knowledge of health and safety impacts,
- Identification of skills gaps, i.e. which areas require training.

## Training: Induction Checklist

Employee Name		Site	
Department		Start date	
<b>Health and Safety</b>			<b>Tick or N/A</b>
Presentation of School Health and Safety Handbook			
Explanation of School Health and Safety Policy – As per Handbook			
Location of Health and Safety Manual – Organisation and Management			
Specific Hazards of your Job			
Explanation of COSHH			
Accident Reporting / Investigating Procedures			
Explanation of Health and Safety Representatives Role			
Explanation of Fire Procedures			
Explanation of First Aiders Role			
Personal Emergency Evacuation Plan (PEEP) completed where necessary			
<b>Driving</b>			
Driving policy and procedures			
Copy of Current Driving Licence			
<b>Walk Round</b>			
Introduction to Colleagues			
Location of other departments and introduction to key staff			
Toilets, dining and staff room facilities			
Location of Fire Exits / Assembly Points / What To Do In Case Of Fire Notices			
Introduction to Health and Safety Responsible Person			
Introduction to First Aiders/Nurse and location of First Aid Boxes			
Copy of completed Health and Safety Induction Form			

# Visitors Policy

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## Introduction

School employees are responsible for the health and safety at all times of visitors they invite onto school premises.

## Employee Responsibilities

When confirming dates and times of visits with visitors ensure that:

1. The visitor is asked if they have any special requirements or disabilities that require specific arrangements to be made. Determine exactly what assistance is required, e.g. ramps for wheelchair access, allocated car parking, etc.
2. You explain the location and layout of the building, and the facilities available, including disabled toilets only available on the ground floor.
3. Reception is informed of the date and time of the visit, name of the visitor, and specific arrangements to be made.

On the day of the visit ensure that:

1. Either you or a nominated deputy is informed by reception on the arrival of your visitor.
2. You attend reception without delay and escort your visitor to the relevant meeting room pointing out the amenities and health and safety procedures.
3. Your visitor is accompanied at all times during their visit.
4. In the event of a fire or other emergency your visitor is escorted to the assembly point and is accounted for until reoccupation. Please refer to respective building's fire safety plan.
5. If in the event that your visitor has an accident you contact a first aider and that an accident form is completed.

## Visitors Health & Safety Information

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Health and safety legislation requires that we provide a safe place of work for our employees, visitors, contractors, and anyone else who may be affected by what we do.

To that end we request your co-operation in complying with the following:

- Behave in a safe manner at all times.
- Act in accordance with the school's health and safety procedures, and in line with your host instructions.
- Display your visitors' pass at all times - available from Reception.
- Understand and follow the emergency procedures.
- Behave in a way that is conducive to good health, safety and welfare and observe the no smoking policy or risk being asked to leave the premises.
- Report any unsafe acts and conditions.
- If at any time during your visit to the school's premises you have an accident/incident/near miss please inform your host who will ensure the accident is reported and you receive appropriate first aid/medical attention.
- If at any time during your visit to the school's premises you become ill please inform your host who will ensure you receive appropriate first aid/medical attention.

### Fire/Emergency Procedures

1. If during your visit you hear the fire alarm sounding your host will escort you out of the premises and take you to the assembly point.
2. If the alarm sounds and you become separated from your host please leave the building by the nearest emergency exit and go to the assembly point situated at: Please refer to individual school buildings fire safety plan.
3. Please remain with your host representative until the all clear is given to re-enter the building.
4. If for any reason you decide to terminate your visit please ensure that you inform your host representative.
5. If you discover a fire:
  - Shout "FIRE" to alert either your host or any other employee
  - Immediately operate nearest break-glass fire alarm call point
  - If alone, call the Fire Brigade, and evacuate the area
  - DO NOT take undue personal risk

**On leaving the building go immediately to the assembly point as advised by your host, or as detailed on a Fire Action Notice. Please remain with you host representative until the all clear is given to re-enter the building.**

# Working Environment Policy

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## Introduction

A good standard of general housekeeping is essential to safety and it is the responsibility of the Housekeeper (Fatima Lopez) to ensure that this is achieved.

The Housekeeper (Fatima Lopez) will organise and control:

- provision of adequate systems and equipment;
- provision of maintenance, inspection, monitoring and recording of housekeeping.

Supervisors will:

- ensure personnel follow good housekeeping practices;
- conduct weekly visual checks of housekeeping and report to the housekeeper.

The School will provide the following:

## Heating

- A sufficient number of thermometers shall be provided to enable employees to determine the temperature in any workplace inside the building
- The School will aim to maintain the office environment at a comfortable 19°C
- The School will aim to maintain the temperature at a minimum of 16°C
- All portable heating appliances will be PAT tested as per current guidelines.
- During the summer months all efforts will be made to maintain the temperatures at comfortable levels by means of fans.

## Lighting

- Lux (unit of illuminance) levels appropriate to the working area
- Task lamps, where necessary will be provided.
- All emergency lighting will be tested on a regular basis and results recorded.

## Sanitary facilities

- Suitable and sufficient toilets shall be provided at readily accessible places
- Sanitary disposal bins will be provided
- Cleaning regime
- Toilet facilities will be available for disabled personnel and visitors.

## Workstations

- Sufficient space for each employee
- Suitable software and work equipment
- Workstation assessments (as necessary)
- Suitable training will be provided as required.

## Resting facilities

- Facilities for pregnant women or nursing mothers to rest
- A smoke-free environment
- Facilities for making hot drinks and heating food, e.g. kettle and microwave
- An adequate supply of wholesome drinking water. Drinking cups or beakers are provided. In the case of non-disposable cups a facility for washing them is provided nearby.

## **Housekeeping**

- Access corridors to fire exits, and the fire exits themselves, must be kept clear and unobstructed, and areas around machines, test equipment, etc., must be kept tidy, particularly avoiding obstacles that could cause trips or falls.
- Workstations and tables must be kept in a tidy condition, with any equipment, etc. (which is not in use) stored, as far as practicable, away from the working area.
- Storage areas will be tidy and carefully organised, taking particular care that stacks are stable, heavy objects that are to be handled manually are stored at waist height to prevent bending or stooping, and that flammable and other hazardous substances are not stored at heights or in places that are otherwise difficult to access.

# Work Equipment Policy

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## Introduction

The objective of this policy is to ensure that equipment used at work does not result in health and safety risks regardless of its age, condition or origin.

The school is required by law under the Provision and Use of Work Equipment Regulations (PUWER) to ensure that all work equipment provided for use is suitable for the intended use; safe for use, maintained in a safe condition and, in certain circumstances, inspected to ensure this remains the case; used only by people who have received adequate information, instruction and training; and has suitable safety measures such as protective devices, markings and warnings.

## Definition of Work Equipment

- The definition of work equipment is broad and ranges from simple tools to complete installations, e.g. hammers, knives, ladders, drills, photocopiers, floor polishers, shrink-wrap machines, man-riders, lifting equipment (including lifts), fork lift trucks and vehicles.
- The term 'installation' includes a series of machines connected together such as a conveyor system, a fire sprinkler system, or even scaffolding.
- Private cars are not considered to be work equipment. However, cars which are not privately owned are considered to be work equipment but they will fall within the remit of road traffic legislation i.e. they must have a current MoT certificate and be in a roadworthy condition. Where cars used at work are on private roads they will be governed by the PUWER and this policy will apply.
- Where employees provide their own work equipment then it is the duty of the school to ensure it complies with the Regulations, otherwise it will not be authorised for use.
- The definition applies to all new, second hand and existing work equipment.

## Scope

- This policy applies to all school employees with responsibility for purchasing or approving work equipment for use at the school's sites.
- It also applies to all employees with a responsibility for the provision and use of work equipment and those with a managerial responsibility for employees using the work equipment to ensure they have the appropriate levels of training and supervision.
- Where school employees are required to use or operate work equipment owned by or leased from a third party or another employer, it will be the duty of their line manager to ensure that the work equipment is safe for use and complies with the general requirements of this policy.



## **Work Equipment Procedure**

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### **Purchasing New Equipment**

- Before equipment is purchased, hired or contracted for use (whether new or second hand) it must be ascertained that it complies with the requirements of UK legislation and EU work equipment directives. This will be included in the specification details of the supply contract and a 'Declaration of Conformity' will be supplied with the equipment.
- Consideration must be given to how the equipment will be installed, used, and maintained, as well as any specific training requirements for operators and supervisors. The manufacturer will be responsible for providing information on how to install, use and maintain the equipment.

### **Existing Work Equipment**

- Existing work equipment must be assessed to ensure compliance with the PUWER. Other hazards such as manual handling, hazardous substances, electric shock, noise etc., will also be considered.
- The responsibility for ensuring assessments are carried out rests with head of department even where a service level agreement exists with a third party for the equipment.
- Any non-compliance identified by the assessment must be rectified within a reasonable time-scale depending on the severity.
- Records of risk assessment must be kept either by the person responsible for the equipment or through a service level agreement with a third party such as facilities management or service providers.
- In many cases the assessment will already be complete and the only action will be to confirm that all the requirements are being met.
- Any control measures identified will be incorporated into existing operating procedures and related training.

### **Monitoring and Audit**

- Monitor compliance with this audit by ensuring that all work equipment has been the subject of risk assessment and records are available to confirm this.
- Carry out an annual audit of compliance with this policy and report any non-conformance to the responsible manager.

### **Review**

- The School will review this policy annually to ensure it reflects current regulations and guidance and that it remains effective.

## **Work Equipment: Interactive Whiteboards and Projectors**

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Computer projectors, which are used to show presentations or to illuminate interactive whiteboards, can expose the eye to levels above one of the exposure limits which HSE uses as a guide for compliance with applicable legislation. Therefore, although such exposure limits are not statutory, the HSE considers the following advice to be good practice in respect of the use of these projectors by employers in the education sector.

### **Guidelines**

Employers should establish work procedures for teachers/lecturers and pupils/students and give instruction on their adoption so that:

- Staring directly into the projector beam is avoided at all times.
- Standing facing into the beam is minimised. Users, especially pupils and students, should try to keep their backs to the beam as much as possible.
- In this regard, the use of a stick or laser pointer to avoid the need for the user to enter the beam is recommended.
- Pupils and students are adequately supervised when they are asked to point out something on the screen.
- Employers should also try to ensure that projectors are located out of the sight line from the screen to the audience; this ensures that, when presenters look at the audience, they do not also have to stare at the projector lamp. The best way to achieve this is by ceiling-mounting rather than floor or table-mounting the projector.

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

Information sourced from: <http://www.hse.gov.uk/radiation/nonionising/whiteboards.htm>

## Work Equipment: Hand Tool Safety

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- Do not continue to work if your safety glasses become fogged; stop work and clean the glasses until the lenses are clear and defogged
- Use tied off containers to keep tools from falling off of scaffolds and other elevated work platforms
- Carry all sharp tools in a sheath or holster
- Tag worn, damaged or defective tools "Out of Service" and do not use them
- Do not use a tool if its handle has splinters, burrs, cracks, splits or if the head of the tool is loose
- Do not use impact tools such as hammers, chisels, punches or steel stakes that have mushroomed heads
- When handing a tool to another person, direct sharp points and cutting edges away from yourself and the other person
- When using knives, shears or other cutting tools, cut in a direction away from your body
- Do not chop at heights above your head when you are working with a hand axe
- Do not carry sharp or pointed hand tools such as screwdrivers, scribes, aviation snips, scrapers, chisels or files in your pocket unless the tool or your pocket is sheathed
- Do not perform "make-shift" repairs to tools
- Do not carry tools in your hand when you are climbing; carry tools in tool belts or hoist the tools to the work area using a hand line
- Do not throw tools from one location to another, from one employee to another, from scaffolds or other elevated platforms
- Transport hand tools only in tool boxes or tool belts; do not carry tools in your clothing

### Files / Rasps

- Do not use a file as a pry bar, hammer, screwdriver or chisel
- When using a file or a rasp, grasp the handle in one hand and the toe of the file in the other
- Do not hammer on a file

### Chisels

- Use the chisel that has been sharpened; do not use a chisel that has a dull cutting edge
- Do not use chisels that have "mushroomed" striking heads
- Hold a chisel by using a tool holder if possible
- Clamp small work pieces in the vice and chip towards the stationary jaw when you are working with a chisel

### Hammers

- Use a claw hammer for pulling nails
- Do not strike nails or other objects with the "cheek" of the hammer
- Do not strike a hardened steel surface, such as a cold chisel, with a claw hammer
- Do not strike one hammer against another hammer
- Do not use a hammer if your hands are oily, greasy or wet
- Do not use a hammer as a wedge or a pry bar, or for pulling large spikes
- Use only the sledge type hammer on a striking face wrench

### Saws

- Keep control of saws by releasing downward pressure at the end of the stroke
- Do not use an adjustable blade saw such as a hacksaw, coping saw, keyhole saw or bow saw, if the blade is not taut
- Do not use a saw that has dull saw blades
- Oil saw blades after each use of the saw
- Keep your hands and fingers away from the saw blade while you are using the saw
- Do not carry a saw by the blade
- When using the hand saw, hold the work piece firmly against the work table
- Use the circular saw guard when using the circular saw

## **Screwdrivers**

- Always match the size and type of screwdriver blade to fit the head of the screw
- Do not hold the work piece against your body while using a screwdriver
- Do not put your fingers near the blade of the screwdriver when tightening a screw
- Use a drill, nail, or an awl to make a starting hole for screws
- Do not force a screwdriver by using a hammer or pliers on it
- Do not use a screwdriver as a punch, chisel, pry bar or nail puller
- When you are performing electrical work, use the screwdriver that has the blue handle; this screwdriver is insulated
- Do not carry a screwdriver in your pocket
- Do not use a screwdriver if your hands are wet, oily or greasy
- Do not use a screwdriver to test the charge of a battery
- When using the spiral ratchet screwdriver, push down firmly and slowly

## **Wrenches**

- Do not use wrenches that are bent, cracked or badly chipped or that have loose or broken handles
- Do not slip a pipe over a single head wrench handle for increased leverage
- Do not use a shim to make a wrench fit
- Use a split box wrench on flare nuts
- Do not use a wrench that has broken or battered points
- Use a hammer on striking face wrenches
- Discard any wrench that has spread, nicked or battered jaws or if the handle is bent
- Use box or socket wrenches on hexagon nuts and bolts as a first choice, and open end wrenches as a second choice

## **Pliers**

- Do not use pliers as a wrench or a hammer
- Do not attempt to force pliers by using a hammer on them
- Do not slip a pipe over the handles of pliers to increase leverage
- When you are performing electrical work, use the pliers that have the blue rubber sleeves covering the handle; these pliers are insulated
- Do not use pliers that are cracked, broken or sprung
- When using the diagonal cutting pliers, shield the loose pieces of cut material from flying into the air by using a cloth or your gloved hand

## **Snips**

- Wear your safety glasses or safety goggles when using snips to cut materials
- Wear your work gloves when cutting materials with snips
- Do not use straight cut snips to cut curves
- Keep the blade aligned by tightening the nut and bolt on the snips
- Do not use snips as a hammer, screwdriver or pry bar
- Use the locking clip on the snips after you have finished using them

## **Electrical Powered Tools**

- Do not use power equipment or tools on which you have not been trained
- Keep power cords away from the path of drills, saws, vacuum cleaners, floor polishers, mowers, slicers, knives, grinders, irons and presses

- Do not use cords that have splices, exposed wires, or cracked or frayed ends
- Do not carry plugged in equipment or tools with your finger on the switch
- Do not carry equipment or tools by the cord
- Disconnect the tool from the outlet by pulling on the plug, not the cord
- Turn the tool off before plugging or unplugging it
- Do not leave tools that are "On" unattended
- Do not handle or operate electrical tools when your hands are wet or when you are standing on wet floors
- Do not operate spark inducing tools such as grinders, drills or saws near containers labelled "Flammable" or in an explosive atmosphere such as a paint spray booth
- Turn off the electrical tool and unplug it from the outlet before attempting repairs or service work
- Tag the tool "Out of Service"
- Do not use extension cords or other three pronged power cords that have a missing prong
- Do not remove the ground prong from electrical cords
- Do not use an adapter such as a cheater plug that eliminates the ground
- Do not plug multiple electrical cords into a single outlet
- Do not run extension cords through doorways, through holes in ceilings, walls or floors
- Do not drive over, drag, step on or place objects on a cord
- Do not use portable power tools unless they have colour-coded green bands taped to the handles
- These green labelled tools have ground Fault Circuit Interrupters incorporated into the plug end of the power cord. The use of these power tools is required when working in older buildings or temporary work locations where the work environment is often damp, and the available electrical outlets may not meet our wiring standards
- Do not stand in water or on wet surfaces when operating power hand tools or portable electrical appliances
- Do not use a power hand tool to cut wet or water soaked building materials or to repair pipe leaks
- Do not use a power hand tool while wearing wet cotton gloves or wet leather gloves
- Never operate electrical equipment barefooted; wear rubber-soled or insulated work boots
- Do not operate a power hand tool or portable appliance that has a frayed, worn, cut, improperly spliced or damaged power cord
- Do not operate a power hand tool or portable appliance if a prong from the three-pronged power plug is missing or has been removed
- Do not operate a power hand tool or portable appliance that has a two-pronged adapter or a two conductor extension cord
- Do not operate a power hand tool or portable appliance while holding a part of the metal casing or while holding the extension cord in your hand
- Hold all portable power tools by the plastic hand grips or other nonconductive areas designed for gripping purposes

## **Drills**

- Do not use dull, cracked or bent drill bits

# Working at Heights Policy

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## Introduction

All work completed at height on behalf of The School will be undertaken in compliance with the Working at Height Regulations. The first consideration will always be to seek an alternative means of completing the work where at all possible. A permit to work might be applicable.

## Planning and Organisation - The School will:

- Complete a risk assessment to identify all the hazards associated with the task.
- Implement any remedial actions where possible arising from the above risk assessment.
- Using the risk assessment, plan the safest possible method of completing the job.
- Provide appropriate work equipment is selected to suit the task.
- Provide suitable personal protective equipment.
- Ensure all personnel are competent to undertake work at height.
- Use Permits to Work at Height when necessary.

## Training - The School will:

- Provide any employee completing the task with training in safe working at height to include any specific conditions which may apply to that particular task.
- Train the employee in the use of all safety equipment and personal protective equipment as necessary
- Communicate the safe method of working on any specific task to the employee.

## Inspection - The School will:

- Ensure all safety equipment, e.g. harnesses, safety nets, ladders, etc., are inspected on a regular basis by a competent person
- All the above equipment is maintained in a safe condition

## Contractors

- Only contractors who are able to provide evidence of competence will be used.
- Contractors will be required to provide a method statement for the work to be completed.
- Work at height, where necessary, will be completed under permit to work conditions.
- All work will be monitored by The School's representative.
- Where used evidence of certification on the erection and inspection of scaffolding will be required.

Every effort should be made to carry out tasks from ground level. Where this is clearly impracticable the following precautions shall be included in a safety system of work involving working at height.

# Working at Heights Procedure

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## Risk Assessment

A risk assessment must be completed to prevent, so far as is reasonably practicable, anyone falling a distance which is liable to cause personal injury.

Consideration must be given to the following:

- how long the work will last;
- what risks there will be during erection of the platform;
- how difficult the platform will be to maintain;
- how many people will need to use the equipment;
- how easy it will be to maintain security;
- whether part of the structure can be provided early in the work so that there is a permanent working platform;
- emergency evacuation;
- falling materials;
- barriers and warning signs;

## Working Platform

- Ensure it is secure!
- It must support the weight of workers using it and any materials and equipment they are likely to use or store on it.
- Ensure it is stable and will not overturn, e.g. tied scaffolds. Mobile elevating work platforms may not be safe on uneven or sloping ground. Ladders should be footed on stable ground.
- Provide and fit guard rails, barriers, etc., at open edges of floors, floor openings, edges of roofs and edges of working platforms.

## Access Platform

1. Hard hats must be worn at all times.
2. There must be no more than 2 people on the machine at any time, one of whom must be a trained member of staff.
3. Always make sure the following inspection has been carried out before use:
  - Wheels / wheel nuts;
  - Hydraulic fluid;
  - Battery power;
  - Structure for visible defects;
  - All operational controls.
4. Always clear any possible obstructions from route to be taken before moving machine; it is far easier than trying to drive around them.
5. Only use machine on level floor.
6. Make sure safe working load is not exceeded - any tools/equipment taken up in cradle must be made secure before moving machine at all.
7. Always work within specified reach - do not lean out of cradle. If you cannot comfortably reach work area, move machine or outreach nearer.
8. Never take machine higher than is comfortable for you or your work partner if applicable.
9. If 'driving' whilst cradle is raised, make sure cradle is at least lower than any possible head hazards / obstructions.
10. Never stand on railways to gain extra height.
11. Do not use platform as a climbing frame or a 'stepping stone' to gain access to the balcony.
12. Always push down lock stop (red button on controller) before climbing off machine.
13. Always make sure machine is shut down and locked with the key removed before leaving it unattended.
14. **Above all, never fool about on or near the machine - it is capable of toppling!**

## **Guard Rails and Toeboards**

Suitable precautions shall be taken to prevent falls. Guard rails, toe boards and other similar barriers shall be provided whenever someone could fall and receive injury. They shall be:

- made from any material, providing they are strong and rigid enough to prevent people from falling and be able to withstand other loads likely to be placed on them. For example, guard rails fitted with brick guards need to be capable of supporting the weight of stocks of bricks which could fall against them;
- fixed to a structure, or part of a structure capable of supporting them;

They shall include:

- a main guard rail at least 910mm above any edge from which people are liable to fall;
- a toe board at least 150mm high;
- a sufficient number of intermediate guard rails or suitable alternatives positioned so that the unprotected gap does not exceed 470mm. Where the barrier is solid or the space between the upper part of the barrier and the toe board is completely occupied by mesh (for example a brick guard) or similar, an intermediate guard rail is not required.
- Barriers other than guard rails and toe boards can be used, so long as they are at least 910mm high, secure and provide an equivalent standard of protection against falls and materials rolling, or being kicked, from any edges.
- If the risk comes from falling through openings or fragile material (for example, roof lights or asbestos roof sheets), an alternative to guard rails or a barrier is to cover the opening or materials. Any covering shall be:
  - strong enough to support any loads likely to be placed on it (including the weight of a person); and
  - fixed in position to prevent accidental dislodgement. To prevent people removing covering, mark them with a warning (for example, 'Hole below – do not remove').

## **Scaffolds**

- Shall be erected by competent scaffolding suppliers.
- Shall be inspected and testing after initial erection, every 7 days thereafter or earlier if weather conditions may have weakened the structure.

## **Safe Use of Ladders**

What can be done to reduce this risk?

- Do not use ladders when working alone
- See that the ladder cannot slip.
- Ensure ladders are tied near the top.
- Keep rungs and footwear clean.
- Use both hands when climbing or descending.
- Secure ladders at base to prevent slipping outwards and sideways.
- Set ladders at the correct angle, 300 mm out to every 1200 mm up.
- Always check ladders before and after use. Report any defects immediately.
- Never use a makeshift ladder.
- Do not use ladders with cracked or broken rungs or other defects.
- Do not overreach from a ladder - always move it.
- Do not stand a ladder on a drum, box or other unsteady base.
- Never overload a ladder, or support it on its bottom rung on a plank.
- Do not use ladders that are too short.



## **Stepladders**

Before using a stepladder check the condition of:

- Treads
- Stiles
- Hinge arrangement
- Restraining rope between legs
- Damaged stepladders to be taken out of use and either destroyed or returned to the supplier.

## **Working at Height: Inspection of Ladders Procedure**

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- Aluminium or steel ladders will be inspected for rough burrs and sharp edges. Look carefully for loose joints and bolts, insecure welds and cracks.
- Wooden ladders must not be painted as the paint could hide possible defects. Check carefully for cracks, rot, splinters, broken rails or rungs.
- When the visual inspection has been made, an entry must be entered onto the monthly inspection sheets to confirm.
- Any defects must be reported to Housekeeper (Fatima Lopez) and the ladder must be taken out of circulation and clearly labelled "do not use". If the ladder cannot be repaired it must be rendered useless and dismantled by a competent person prior to disposal.
- All ladders need to be given a reference number, which must be affixed to the ladder. The number must also be recorded onto the inspection sheets.
- On an annual basis a competent person will inspect all ladders on the register and complete the register. It is therefore important to ensure every ladder has been identified and registered.
- The competent person will be arranged by Housekeeper (Fatima Lopez).

## Working at Height: Pre use ladder inspection)

<b>Department/ Location</b>		<b>Description and I.D. No.</b>			
<b>Inspected by (competent person)</b>		<b>Checked by (person responsible)</b>			
<b>No</b>	<b>Item</b>	<b>Condition</b>	<b>Condition</b>	<b>Condition</b>	<b>Condition</b>
<b>1</b>	<b>Straight ladder</b>				
1.1	Loose rungs (move by hand)				
1.2	Loose nails, screws, bolts, etc.				
1.3	Loose mounting brackets, etc.				
1.4	Cracked, broken, split stays				
1.5	Splinters on stays or rungs				
1.6	Cracks in metal stays				
1.7	Bent metal stays or rungs				
1.8	Damaged/worn non-slip devices				
1.9	Wobbly				
<b>2</b>	<b>Stepladder</b>				
2.1	Wobbly				
2.2	Loose/bent hinge spreaders				
2.3	Stop on spreaders broken				
2.4	Loose hinges				
<b>3</b>	<b>Extension ladder</b>				
3.1	Defective extension locks				
3.2	Defective rope pulley				
3.3	Deterioration of rope				
<b>4</b>	<b>Trestle ladder</b>				
4.1	Wobbly				
4.2	Defective hinges				
4.3	Defective hinge-spreaders				
4.4	Stop on spreads defective				
4.5	Defective centre guide for extension				
4.6	Defective extension locks				
<b>5</b>	<b>Fixed ladder</b>				
5.1	Ladder cage				
5.2	Deterioration in all metal parts				
<b>6</b>	<b>General</b>				
6.1	Painting of wooden ladders				
6.2	Identification				
6.3	Storage				
<b>7</b>	<b>Remarks Item No.</b>				
<b>8</b>	<b>Remedial Item No.</b>				
<b>9</b>	<b>Signed: competent person</b>				
<b>10</b>	<b>Signed: person responsible</b>				
<b>11</b>	<b>Date</b>				