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## **1. Introduction / Statement of Intent**

Health and safety at work describes measures designed to protect the health and safety of people at work and that of others, such as visitors and members of the public, who are affected by work activities.

At St John's College, our aim and intention is to provide the lowest possible risk environment. This can be achieved with the cooperation of all in abiding and following safe working practices with the monitoring, reviewing, and reporting of any potential hazards. To help carry out this intention, a health and safety committee will be established and all current members will be listed in the back of the school copy of this document.

The 1974 'Health and Safety at Work Act' states the following:-

### **Employer's Duties**

Employers must ensure that the health and welfare of employees are protected, so far as is reasonably practicable. In particular employers must:

- provide and maintain equipment and work systems which are safe and healthy,
- deal with substances, such as chemicals, safely,
- provide information, instruction, training and supervision,
- maintain safe and healthy workplaces with the necessary facilities,
- provide a health and safety policy statement when employing five or more people,

They must also ensure that workplaces and work activities do not put visitors, members of the public and others at unnecessary risk.

### **Employee's Duties**

Employees also have LEGAL responsibilities, they must:

- take care of their own health and safety at work,
- take care of the health and safety of others,

- cooperate with their employer,
- not misuse or interfere with anything provided for health and safety purposes.

The management of health and safety at work regulations of 1992 states that employers must undertake a range of tasks including:-

- carrying out risk assessments,
- making arrangements for the planning , organization, control monitoring and review of health and safety measures,
- appointing a competent person or persons to assist with health and safety,
- establishing emergency procedures,
- providing health and safety information and training.

In an educational establishment with the responsibility of ensuring the health and safety of children of various ages, it is essential that staff and management fulfill their responsibilities and do their utmost to provide a low risk environment.

This policy presents the guidelines for the provision of such a safe, low risk environment. It is also essential that the policy is constantly reviewed and that the issue of health and safety at St John's College is considered at all meetings.

The policy is available to all staff and access to the policy will be provided to parents upon request. The policy appears on the school website.

## **2. Accidents and Ill Health**

“An accident is an unplanned, uncontrolled event which may cause major or minor injury, disease, illness, death, damage or other loss, such as delays incurring overtime costs.”

For every 189 accidents without injury, there are 7 minor injuries and 1 major injury resulting in at least three days' lost work.

### **Accident Prevention**

It is essential to:-

- examine the workplace and all its activities to assess what could go wrong,
- select safety controls to prevent accidents from happening,
- implement health and safety measures and check them regularly to ensure they remain effective.

### **Factors Contributing to Accidents**

Factors that contribute to accidents at work include:

- poor design and structure of buildings
- poorly designed, selected, constructed, guarded or maintained equipment
- bad housekeeping standards, such as blocked gangways and spilled liquids
- poor lighting or ventilation
- lack of information, instruction, training and supervision
- dangerous work practices
- distractions and lack of attention
- playing games or practical jokes
- the use of alcohol or drugs, or both
- working while ill or tired
- working too quickly
- ignoring rules
- wearing unsuitable clothes
- not wearing the correct personal protective equipment (PPE)

### **Accident Reporting**

It is important that all accidents including near misses are reported and recorded in an accident book. The accident book will be kept in SM office (4.0). Once the accident has been reported, the management should investigate to discover the cause and set up appropriate controls to prevent health or safety problems from reoccurring.

## **RIDDOR**

Some accidents must be reported to the enforcement authorities. They include accidents that result in:-

- a death,
- any type of injury, dangerous occurrence or disease that is specified by law,
- an injury resulting in absence from work for more than three days,
- a member of the public needing to go to hospital immediately,
- any injury requiring admittance to hospital for more than 24 hours
- road traffic accidents related to a work activity, and that:
- the definition of "accident" includes an act of violence to an employee.

## **Ill Health**

### **Stress**

The major occupational illness in teaching is stress and any health and safety policy must provide measures to deal with it. Staff at St. John's College must feel able to approach the Head teacher or any other senior member of staff about any issue related to their teaching that may be causing stress. This may include discipline of classes or individual pupils, excessive workload or any other matter. This may particularly apply to new teachers and the necessary support should be provided. The school has a system to report any concerns over a pupil's behavior by speaking to the line manager, (HOD or Head of Year).

### **Alcohol and Drugs**

Teachers are prohibited from consuming alcohol and the use of illegal drugs at work, at break and before starting work.

## **Smoking**

Because of the dangers of passive smoking, smoking will not be permitted on the premises of St John's College.

## **Absenteeism due to Ill Health**

There is a system in place for staff to report to the school when they feel it is necessary to be absent due to ill health. It is necessary to contact the school or the member of staff responsible for arranging cover so that the necessary arrangements can be made. This should be done as early as possible.

## **3. First Aid**

The employer is responsible for ensuring that a school has a health and safety policy that includes procedures for first aid.

First aid is the first help given to someone to prevent injury or illness from becoming worse. First aid can save lives, so there must be enough suitable equipment, facilities and designated personnel in every workplace to deal with cases of injury or illness.

At St. John's College there will be an appointed person, not necessarily a qualified 'First Aider', but whose responsibilities will include:-

- ensuring a 'sufficient' number of suitably stocked first aid boxes (one for each form teacher),
- to maintain the first aid boxes,
- to take charge of an emergency situation,
- and, subject to agreement, to administer emergency first aid if trained to do so,
- ensure there is a system for recording accidents.
- An appointed person must be available at all times.

## **First Aiders**

A school or college should have a sufficient number of first-aiders. These are people trained, qualified, and approved by the H.S.E. (e.g. Red Cross). St. John's College are keen to have as many qualified 'First Aiders' as possible and will provide all the necessary support for such training. List updated and displayed in the staff room.

## **Staff Responsibilities**

The system at St John's College requires form teachers to deal with any minor injuries in the first instance. If they feel that they are unable to deal with the injury, or that the injury is serious, then a qualified first aider must be called for. Staff on playground duty must be prepared for any such accidents or injuries and it important that they are in place promptly to deal with any such matters. If the injury warrants the calling of an ambulance, such as a suspected fracture, this should be done as soon as possible ensuring that the patient is attended until it arrives. Under no circumstances should staff take pupils to hospital in their own vehicles.

All accidents and injuries should be recorded in the school accident book. In addition to this, details of the injury should be sent home with the pupil. In some circumstances it may be required to phone parents so that they are informed immediately or to make arrangements to collect the pupil from school. Copies of all forms are available from the staff room and should be given to Mrs. Lewis (reception).

## **School Visits and Sporting Fixtures**

We should always give careful consideration for first aid provision for school visits and sporting fixtures. Because of the nature of the subject, Physical Education staff should have procedures and arrangements for first aid. This may include a first aid kit being taken to matches / fixtures and the carrying of a mobile phone.

## **Minimum contents of a first aid box.**

The following are recommended where there are no special risks:

- Guidance leaflet
- 20 individually wrapped, sterile, adhesive dressings of various sizes
- 2 sterile eye pads
- 4 individually wrapped triangular bandages

- 6 safety pins
- 6 medium sized and 2 large individually wrapped, sterile, unmedicated wound dressings
- 1 pair of disposable gloves

## **4. Safety in the Workplace**

### **Design, Layout and Space**

A good design and effective layout are essential in every workplace and the design should take into account likely hazards of the work activities. There must be adequate distance between desks and chairs, especially in such areas as laboratories and workshops. Corridors should be uncluttered and all fire escape routes should be clear.

There should be adequate provision for the storage of school bags and pupils' belongings such as textbooks and lunch boxes. The use of lockers should be encouraged especially for the storage of books that are not being used on a particular day. (Heavy bags can damage pupils' backs and form teachers should monitor carefully pupils who do not organise themselves properly).

Bags should not be left on floors and in pathways where other pupils or staff may fall over the.

**47% of all accidents are through tripping, falling etc.**

Floors must be strong enough for the purpose, with an even surface without holes and sudden changes in level. Care should be taken with the provision of mats.

### **Doors and Windows**

We need to be especially careful with doors in avoiding trapped and crushed fingers. Various safety measures including sight panels in swing doors can be installed.

It must be easy to open and close windows and this must be possible without endangering other people – for instance, where a window opens into a walkway.

Glass panels are especially dangerous and should be safety standard in the risk areas. It may be required to mark some panels with textured or coloured strips to avoid collision. Please report any concerns over such areas.

### **Ventilation**

Good ventilation can significantly improve working conditions and efficiency. Natural or artificial ventilation, or both, are required to remove moist, warm or contaminated air and replace it with fresh air. Windows should be opened from time to time irrespective of heat loss.

### **Heating and Cooling**

The temperatures at work should not be too hot or cold. The precise temperatures are difficult to advise because of varying circumstances and nature of work. The recommended temperatures are:-

16 C for office work and similar non-physical activities

13 C where there is physical work

Teachers are advised to notify the Head teacher if rooms are too hot or cold and the necessary action will be taken.

Early action will avoid hazards such as burns from hot surfaces (radiators), fire, from overheated equipment.

### **Lighting**

Poor lighting is likely to increase the risk from other hazards such as trailing cables. Adequate levels of lighting must be achieved everywhere, with care taken to consider areas such as stairways, entrances and exits. Emergency lighting should be provided where necessary.

All lighting in classrooms, corridors etc. can be tested with a light metre. Light levels are measured in lux and the following levels should be observed:

Stairs	- 150 lux
Working Areas	- 300-500 lux

It is best to exceed these limits by some 10-15% because dust will eventually dim all the lighting. It is also important to clean lighting as often as possible.

Staff are urged to report any concerns of lighting levels anywhere in the school and the necessary action will be taken to improve conditions.

### **Workstations and Seats**

It is obviously very important for teaching staff to have the necessary seating that is suited to the different tasks. Seats must have good back support and footrests should be provided where needed.

### **PPE (Personal Protective Equipment)**

All staff should wear the appropriate dress for their particular type of work. Laboratory coats and workshop aprons should be worn.

Pupils should also be provided with the necessary protective equipment and it is up to the staff to insist that it is used properly.

Personal protective equipment is an essential last resort in circumstances where hazards cannot be controlled in other ways. There are various types including safety glasses and goggles, helmets, clothing, gloves, footwear, masks, breathing apparatus, ear defenders and earplugs.

### **Provision of PPE**

If hazards cannot be controlled in other ways, PPE may provide necessary protection, for example when handling dangerous but essential chemicals. Personal protective equipment should be used only as a last resort or as an additional back up to other health and safety measures. As the hazard remains when PPE is in use, there could be severe consequences for health if the equipment does not function correctly, is put on incorrectly or is poorly maintained.

Risk assessments help employers and the self-employed to identify when they need to provide PPE.

### **Protective clothing**

Special protective clothing can be used to protect the body from physical damage, chemicals, radiation and high or low temperatures. Examples are as given:

- Safety helmets for head protection

- Various types of clothing designed to protect against particular hazards – for example, wet weather garments, high visibility clothing, chemical resistant garments, groin protectors and anti-static clothing
- Gloves to help to protect against cuts, hot and cold temperatures, chemicals, electricity and other hazards
- Footwear – possibly with special features such as anti-static materials or steel toe caps

### **Respiratory protection**

There are two main types of equipment for respiratory protection:

- Masks and respirators – these filter contaminants, such as dust, from the air before they are inhaled
- Breathing apparatus connected to a source of clean air – to supply air which is not contaminated by the immediate environment

### **Eye protection**

Eyes must be protected from flying debris, chemicals and other hazards. Eye protection equipment includes safety glasses, goggles and face shields.

### **Hearing protection**

Ear defenders or earplugs may need to be worn in noisy areas or to reduce the likelihood of hearing damage or loss when noisy equipment is used.

### **Selection and assessment**

It is important to choose the correct type of PPE, so an assessment must be carried out to identify when it is needed and which sort is most appropriate. Technical advice on suitability may be required. All protective equipment must:

- Be suitable for the task and working environment
- Give adequate personal protection
- Fit properly and comfortably

- Be compatible with other equipment used or worn
- Carry a CE mark to show that it complies with the necessary standards for design and manufacture.

### **Using PPE**

All personal protective equipment must be properly used, maintained, cleaned and stored and it must be replaced when appropriate. If you need to use PPE, you must be provided with information, instruction, training and supervision to ensure that you understand the hazards and how to use, care for and store the equipment. To protect your own safety and that of others, you must follow instructions and report any defects or problems to the teacher in charge or Head teacher.

## **5. Work Equipment**

### **Hazards**

There are several areas of the school which involve hazards from work equipment.

Staff must ensure that any equipment used with or without the involvement of pupils is used correctly and is in a safe working order. If there is any concern that any equipment could cause injury for any reason, the correct and necessary preventative measures should be used including reporting any concerns to the Head teacher.

Areas of the school that need to take extra care should be all Science subjects, Design Technology, Art and Physical Education.

### **Preventing Injuries**

The following measures should be considered:-

- a) Removing the hazard.
- b) Minimising access to the hazard by placing equipment in a safe place or restricting access to a certain area.
- c) Selecting and purchasing equipment that is the safest possible option for the task or activity. Choose good designs and ask about

all concerns over safety before purchasing. Ensure you receive all information and necessary training associated with the equipment.

- d) Ensuring that guards are provided and used, preventing people from getting close to dangerous points.
- e) Ensuring the environment is correct for the use of the equipment. Lighting is a major consideration.
- f) Ensuring that equipment is installed carefully by a suitably qualified person.
- g) Ensuring there are safe working procedures where pupils are supervised properly at all times. Pupils must be trained properly and must be instructed of all health and safety requirements. These include such things as using PPE, no loose clothing, hair tied back, reporting spillages etc.
- h) Carrying out risk assessments.
- i) Maintaining and inspecting equipment regularly.

### **Further notes on Practical Subjects**

Members frequently ask whether there is a limit to the number of pupils that they can be asked to teach in a practical lesson.

- There is, outside Scotland, no statutory maximum class size.
- Nevertheless, the employer still has a duty to ensure safety of staff and pupils as far as is reasonably practicable.
- Overcrowding in any lesson, and in particular a practical subject, is a potential hazard. The risk to health and safety could be determined by the:-
  - \* age of pupils
  - \* aptitude and ability of the pupils
  - \* layout of the room
  - \* nature of the activity

The teacher concerned should take up the matter with the Head teacher on the basis of the risk to safety.

Teachers may also question whether they should be asked, as non-specialists, to teach or supervise practical subjects such as craft, cookery or games.

- A teacher should not take responsibility for practical work involving, for example, sharp instruments, specialist tools or cooking unless he/she had received appropriate and sufficient training in use of the equipment and in teaching its correct and safe usage.
- If asked to cover such a lesson, a non-specialist should not allow pupils to undertake any practical work.
- The same principles would apply to games or PE lessons, especially where any equipment is to be used or games involve any likelihood of physical contact.

### **Disposal of Equipment**

A 'sharps' bin should be provided for the disposal of such items as craft knife blades, glass and ceramic etc. This will then be collected or taken for disposal at the authorized site.

### **Unused Equipment**

Staff should report any old or unused equipment that may cause harm to pupils. This may include the old type of guillotine.

### **Drawing Pins and Staple Guns**

Care should be taken in the use of drawing pins and staple guns. Pins should not be left around where pupils can take them. Staple guns must also be used with care when putting up wall displays. Staples can be left protruding from the wall making a considerable hazard. If possible use other methods of displaying work (Blu-Tak).

### **Filing Cabinets**

All cabinets at St. John's College should be of the type that only allows one drawer to open at a time. If this is not the case, excessive load could cause the

cabinet to become unstable when opened and should be reported for a replacement.

### **Photocopiers and Lasers**

Photocopiers and laser printers both produce ozone which, if present in high enough concentrations, can cause health problems. People suffering from respiratory ailments are particularly sensitive to the effects of ozone.

Problems are likely to arise if the machines are:

- badly positioned; the symptoms are likely to be felt by people working in cramped, overcrowded conditions;
- poorly maintained; internal filters which break down the ozone clog up over time, particularly in poorly ventilated offices. They should be changed periodically;
- used frequently or for lengthy runs.

Proper siting of machines, ventilation and maintenance are therefore essential.

Ozone is a sweet-smelling and highly toxic gas. If you can smell ozone the level is too high. There are big variations in the amount produced by different machines and safety representatives should be consulted over the purchase of new models.

Other chemicals associated with photocopiers are:

- selenium and cadmium sulphide, carbon monoxide, and nitrogemoxide;
- carbon black contained in toners is a nuisance dust which contains carcinogens.

Toners should be handles with care and gloves worn.

Ultraviolet light during the copying process, and noise, are also hazards associated with copiers.

- Where possible, no-one should work in the same room as a photocopier;

- If not, machines should be sited at least three metres away from workers.
- Where possible, laser printers should not be sited on desktops or work stations beside workers.

Because of the risks associated with photocopiers, pupils should not be allowed to use them. Staff should complete any copying prior to teaching and should not allow pupils to copy for them. If it is necessary to gain copies during lesson time, then pupils may be sent to secretarial staff. This should be done as a last resort and if totally necessary as office staff are likely to be busy with other matters.

Only staff who have been trained by the company providing the photocopier are allowed to maintain it. This includes cleaning, blocking and adding toner.

The names of staff trained to maintain the photocopier should be displayed on the photocopier.

## **6. Electricity**

1) Electricity can cause electric shock, burns, fires and death. The fatality rate from injuries caused by electricity is high. It is therefore essential that electrical systems and equipment are designed, constructed, selected, maintained and used with care. Electricity is used in virtually every workplace – and even our safety systems may involve the use of electricity. Everyone must use electricity in the safest possible way.

### **2) Reporting defects**

Everyone who uses electrical equipment or works in an area where electricity is used must look out for problems and report them immediately. Some signs of a problem include:

- damaged sockets, plugs or cables
- evidence of overheating, such as burning smells or blackened sockets
- frequently blown fuses or electrical shocks.

Qualified and experienced personnel must then examine the equipment and make any necessary repairs or improvements.

Subject/class teachers are required to log all portable electric equipment that is used by themselves or for which they have responsibility within their department. The equipment should be catalogued and checked visually for any wear or damage (such as cables) every term. Any defects should be noted and reported on the form described in this section (available in staff room). Any repairs should be carried out by a qualified electrician with proof of an agreed indemnity. Completion of repairs should be noted in the same log book.

A full examination of all portable electrical equipment should be carried out by a qualified electrician once every 12 months. (PAT)

#### **Defects to look for:-**

- damaged sockets, plugs or cables,
- evidence of overheating, such as burning smells or blackened sockets,
- frequently blown fuses or electrical shocks.

Under no circumstances should any portable electrical equipment be brought into the school and used. This might include kettles, tape recorders and laptop computers. Only equipment provided by the school should be used.

#### **Using Electrical Equipment**

Organisations should establish safe working procedures and you should always follow them. Your employer should ensure that you receive full information, training and instruction on using electrical equipment safely and that you are supervised appropriately.

Always ensure that the power supply is turned off:

- when equipment is not in use (unless you have been instructed to leave it on)
- before opening, dismantling, maintaining or cleaning it
- when a fault, such as overheating, is evident or suspected

- before inserting a plug into the socket or removing it

As water conducts electricity, you must ensure that you never:

- use electrical equipment in wet conditions (unless the equipment is specifically designed for the purpose).
- touch electrical equipment, switches, plugs or other electrical items with wet hands.

### **Dealing with an Emergency**

A person who has received an electric shock may not be breathing and the heart may have stopped pumping around the body. The skin may be burned or look pale or bluish and there may not be a pulse.

- Seek help. One person can ring for the emergency services while another assists the casualty.
- Do not put yourself in a position where you could be electrocuted. Do not touch the casualty, but try to switch the current off. If you cannot break the current, stand on dry insulating material and move the person away from the electrical source using material that does not conduct electricity such as wood, plastic or wads of paper. However, do not attempt this if high voltage supplies, such as underground or overhead power lines are involved.
- If you are a qualified and competent first aider, follow your training for dealing with electric shock. If you are not qualified, carry out any instructions given by the first aider and ensure that people in the vicinity do not put themselves in danger.
- Obtain emergency medical assistance for the casualty.

### **Summary**

Areas of concern:

- any area in which electrical apparatus is used is potentially dangerous;
- in schools there are additional risks associated with those of audiovisual and computer equipment;

- in secondary schools specialist areas have additional risks; technology, art, rooms for business study, computers, music with electronic equipment, science laboratories etc.
- stages and drama studios associated with lighting control and sound equipment (Christmas productions).

H & S policies should:

- advise members never to meddle with electrical equipment or installations. Such work should be left to a qualified person;
- whenever possible see that low voltage (50v) is chosen;
- check that circuit breaking safety devices are used;
- advise all members to comply with school and LEA guidelines on use of electrical equipment;
- **visually** check on a regular basis all electrical equipment, fittings and installations, reporting any faults or damage for immediate action.

Management should inspect:

- fixed installations every 5 years;
- temporary installations, every 3 months;
- portable electrical equipment, visually each term, thorough inspection and test each year.

Management should be aware of the wear and tear and possible abuse to which equipment may be subjected in a school environment.

Remember, electricity is a safe source of energy when used with care. All properly designed and maintained electrical equipment, and all properly fitted and maintained electrical installations are safe in normal use.

The head teacher should see that members are not exposed to hazards caused by substandard or badly maintained electrical equipment. Pressure on school budgets must not be allowed to lead to dangerous cost cutting in this area.

## **7. Fire Protection**

### **Fire Hazards and Causes of Fires**

The hazards associated with fire are:

- flames and heat
- smoke and toxic fumes
- reduced oxygen
- collapse of buildings

They may result in injury and death, possibly with many fatalities.

Fires may be caused in a variety of ways:

- sparks from electrical equipment
- overheated equipment
- hot surfaces, such as lighting and heating equipment
- tools or equipment with a naked flame
- hot liquids, such as fat in fryers
- smoking
- arson

### **Fire Prevention**

Fire prevention and control depend on managing three factors, commonly referred to as the 'fire triangle' – fuel, oxygen and heat energy. Fires need the right combination of these three to burn.

Once a fire has started it may spread very quickly, producing smoke and toxic fumes. The emphasis must always be on preventing a fire from starting, rather than putting it out. Fire risk assessments help employers to consider how to prevent fires.

#### **Control of fuel**

Material which could become fuel, either intentionally or by accident, must be kept to a minimum – for example, waste and rubbish should be removed regularly, the storage of flammable substances should be avoided or kept to the minimum and dusty atmospheres must be well ventilated. Fuel must be kept well away, and protected, from sources of ignition – for example,

flammable substances must be kept in properly designed and selected fireproof stores or enclosures. Sources of ignition should be kept away from fuels – for example, smoking should be banned in paper stores and near stores of liquefied petroleum gas.

### **Control of oxygen**

It is not usually possible to control the oxygen in the air, but fires can be put out by smothering them – this restricts the supply of oxygen that a fire needs to continue burning.

### **Control of heat**

Excessive heat and naked flames may start fires. These may be produced by friction in machines, hot surfaces, smoking, gas cookers and open fires.

### **Detectors and Alarms**

Detection systems are available which, when linked to a warning device, give early warning of a fire. The systems may detect high temperatures, smoke, radiation or certain gases produced by a fire. Manual or automatic fire alarms normally give the warning of danger by a loud sound, such as a ringing bell. Fire alarms must be checked regularly to make sure that they are working properly and everybody can hear them. Employees and regular users of a building should be familiar with the sound of the fire alarm and the alarm signal should be explained to other people on their arrival.

### **Evacuation routes and procedures**

All buildings must have a safe exit in case of a fire. Emergency exits enable people to get out of a building in the opposite direction from a fire. Escape routes in large buildings need to be planned carefully so that they do not become too complicated.

Additional fire safety measures need to be installed in some buildings to protect the escape routes – these may include fire doors, emergency exits and fire resisting staircases. Emergency exit doors must open outward, to outdoors. They must not be locked unless strictly necessary – if so, then there must be a safe emergency opening system which is labelled and explained.

There must be a permanent sign posting that clearly shows the way out in an emergency. Escape routes and fire doors must be kept clear at all times.

Internal fire doors must be kept closed as they help to prevent flames and smoke from spreading and limit the air supply to the fire.

There should be an emergency lighting system which is checked regularly and maintained. Lifts must not be used as part of an evacuation route or during a fire because of the risk of people becoming trapped.

Managers need to know who is in the building, so staff, visitors and others should be asked to sign in and out. A register should be taken after evacuation to ensure that everybody has escaped.

Once evacuated, everyone should remain at the designated assembly point until told by someone in authority, such as a fire officer or senior manager, that it is safe to re-enter the building. Anyone who has to leave a building in an emergency should follow the instructions of the people in authority.

## **Training and Information**

Everyone who uses a workplace should be trained what to do in case of a fire, explosion or other emergency. Where it is not possible to train people, such as visitors and contractors, a safety briefing should be given on their arrival.

Notices should be displayed at strategic points to give guidance on what to do in case of fire. Notices should describe the sound of the fire alarm, what to do when it sounds, what action to take on discovering a fire and where to assemble after leaving the building. Directions and diagrams should be provided in buildings where people may be unfamiliar with the layout, while translations into other languages may also be appropriate in some buildings such as hotels.

Some staff may be nominated as fire wardens and given the responsibility for checking that everyone has been evacuated. They may be given extra training – for example, in fire fighting. In some premises, all staff must be trained in fire fighting because of the risk of fire or explosion.

## **Fire Drills**

Regular fire drills should be carried out to check that the facilities and procedures are effective and that everyone understands what they should do. Remedial action must be taken if evacuation has been slow or incomplete.

## **Fire Fighting**

It is more important to evacuate people from the building than to stop and fight a fire. However, there are occasions when simple fire fighting techniques can eliminate a fire before it takes hold – for instance, when dealing with burning fat in a pan.

Fire fighting techniques, which may be automatic or manual, eliminate one of the factors in the ‘fire triangle’ - for instance, by:

- starving the fire of fuel
- restricting oxygen – such as by using a fire blanket to smother a pan of burning fat
- cooling the heat

## **Procedures for St John’s College**

All staff must be trained and informed of the following procedures:

Every room at St John’s College has been designated with the most appropriate fire escape route as illustrated at the end of this chapter. Staff teaching in any room should familiarise themselves with the recommended fire escape route in case of an emergency. Routes and procedures will be displayed in all rooms for the attention of the staff. If the recommended route is blocked, e.g. the fire may be on this route, the next nearest fire escape route should be used. All routes will be highlighted with the new signage in keeping with the European Law. Staff should make daily checks that all fire doors are shut.

## **Evacuation**

On hearing the fire alarm, staff should ensure that all pupils in their care leave the room as quickly as possible but without panic, running or fuss. Classes should be evacuated in an orderly fashion, possibly single file, and care should be taken on stairways. Staff should evacuate along the directed route to the sign posted “fire assembly point (school playground)”.

## **Fire Drills**

Staff are required to inform pupils of the correct procedures in case of fire. This can be done in tutorial periods or any other appropriate opportunity (assembly).

One important factor for emphasis, is the danger of tampering with fire equipment such as fire extinguishers. This can obviously endanger life.

Fire drills will take place at a frequency twice annually. Staff will be informed and follow all procedures already explained.

- When the building has been evacuated, it is important to know where to assemble.
- The correct assembly point is the school playground and is indicated on signs throughout the school. The assembly point has been designated so that pupils and staff are at a safe distance from the building and to enable emergency services to gain access to the necessary area.

## **Knowing who is in the Building**

Registers to record pupils' attendance will be taken by the form teacher before the morning and afternoon lesson sessions. In the case of absent form teachers, it is important that a 'cover teacher' is provided and carries out this task. When the register is completed it should be sent with a pupil to the secretarial staff and stored in a safe place. This should be completed by 8.55am and 1.35pm. The secretary will be responsible for recording the delivery of each register and action should be taken to recover any missing registers.

A visitors book will be kept at reception for all persons coming to the school including part time staff. This book will be the responsibility of the secretarial staff and should be signed on arrival and departure.

In the event of a fire or fire drill, the secretary responsible for registers and the visitors book should take them to the fire assembly points after evacuation. The registers should be distributed to form teachers and check that all persons recorded in the visitors book are accounted for.

Secretarial staff may need assistance in the carrying of registers and consideration should be given for this (e.g. trolley).

On receipt of the registers form teachers should ensure all pupils are accounted for.

The member of staff responsible for cover should keep a list of all absent staff. The Head teacher/ delegated person must account for all his staff and may carry out a checklist / register. Staff and pupils should remain at the assembly point until directed by the Head teacher or fire brigade. Records of all fire drills will be kept with the school copy of this policy.

### **Summoning the Fire Brigade or Remote Monitoring Station**

On detection of a fire that cannot be distinguished, the alarm should be raised by breaking the glass on one of the installed alarms. The correct evacuation procedures should then be followed. On hearing the alarm, the emergency services should be called (999). The secretarial staff and the Head teacher should also call the fire brigade.

### **Fire Fighting Equipment**

All the necessary equipment required in the fighting of fires will be installed. The appropriate fire extinguishers (water, CO<sub>2</sub>, powder) will be installed and regularly checked to ensure safe working order. This will be carried out by a qualified person once every year and recorded on the appliance.

### **Training and Information**

All staff will be given access to a copy of the Health and Safety policy and directed to read carefully the chapters for procedures in case of a fire. In addition to this, wherever possible, staff will be trained on the safe use of portable fire extinguishers. It is also important to use the correct extinguisher e.g. water must not be used on fires caused by electrical appliances.

All fire extinguishers in Britain are red, whatever they contain. To identify their contents and instructions for safe use there must be a label attached.

## **Infants and Nursery**

All fire panels are linked so the alarm will sound in all areas of the school wherever the alarm is activated. All of the school is required to evacuate to the assembly point until it is safe to return.

## **Summary**

The fire brigade should be called in all outbreaks of fire, or of suspected fire, and the building must be evacuated as quickly as possible.

The Head teacher should ensure that he / she:

- has nominated and is providing training for a sufficient number of employees to implement fire-fighting measures and has consulted on such arrangements;
- has in place a fire safety policy with the safeguarding of life as its primary aim;
- holds fire drills on a regular basis, at least twice annually;
- has provided escape routes leading to safe place of assembly;
- has properly instructed all staff and all occupants of the action to be taken in the event of an emergency;
- has prominently displayed clear notices in each room describing the action to be taken and that fire doors are clearly labeled, closed and unlocked, and has arrangements in place for visitors to know of evacuation routes;
- has made arrangements for the evacuation of people with disabilities;
- has arrangements for summoning the fire brigade;
- has designated a predetermined place of assembly at a safe distance from the building, which is not on a route which might be used by the emergency services;
- has in place an accurate and efficient roll-call system which includes arrangements for visitors;

- has provided an effective alarm system which is regularly tested, easily distinguished, audible in every part of the premises, and is never switched off;
- has in place fire-fighting equipment recommended by the Chief Fire Officer, which is checked on a regular basis;
- ensures that all electric services and fittings are regularly maintained;
- ensures that regulations concerning control and storage of flammable liquids are followed.

Staff should:

- make themselves aware of evacuation procedures in the case of emergency;
- close all windows and doors behind them when evacuating the premises;
- try to avoid panic and ensure an orderly departure;
- remember that FIRE-FIGHTING MUST ALWAYS BE SECONDARY TO LIFE SAFETY;
- never re-enter a building, either to search for missing persons, or to retrieve possessions. Only the Fire Brigade should effect re-entry;
- co-operate with all fire prevention measures, e.g. to ensure that:-
  - exit doors are never obstructed, are kept unlocked and easily opened from the inside;
  - furniture and equipment does not impede escape routes;
  - rubbish and combustible materials are disposed of as soon as possible.

## **8. Occupational Health**

Although some of the hazards mentioned in this chapter are more likely to occur in factories or other industrial establishments, it is important to be aware of the possible risks that can surface in educational establishments. Any concerns over occupational health should be reported to the Head teacher immediately. Hazard report forms are available in the staff room.

### **Health Hazards**

Some dangers, such as trapping a hand in moving machinery, are easy to spot, but many health problems develop gradually. For example, staff may breathe in dangerous substances that eventually cause respiratory problems or they may strain their arms or back from working at a badly arranged workstation. As many occupational health problems are irreversible, it is important to consider the possibility of hazards in order to prevent them from causing illness and disease.

### **Health Hazards**

There are various types of health hazard:

- chemical – such as harmful dusts and liquids
- biological – such as infectious diseases
- physical – such as noise, heat and radiation
- ergonomic – such as badly designed tasks, areas and equipment.

### **Effects on health**

The effects of occupational health hazards may be acute – occurring shortly after exposure to a hazard – or they may be chronic – occurring after a long period of exposure or after repeated exposure. Harmful effects include:

- skin diseases, such as dermatitis
- respiratory diseases, such as silicosis
- suffocation, for instance, because of carbon monoxide poisoning

- cancer due to contact with carcinogen such as asbestos
- disorders of the central nervous system
- damage to body organs
- blood poisoning
- birth defects as a result of contact with certain substances that damage human genes.

Harmful substances can get into the body by breathing, absorption through the skin or by ingestion via the mouth. The human body has many defences to prevent the entry of harmful substances. These include the skin and linings of the airways and gut. There are also defence mechanisms, such as coughing, sneezing, diarrhea and vomiting, to expel harmful substances, while mucus and tears trap particles or wash them away. Nonetheless, highly toxic substances, or high, long or repeated exposure, may cause illness and disease.

### **Preventing ill health from workplace hazards**

It is important to identify occupational health hazards and to prevent them whenever possible. Good practice involves:

- identifying and avoiding health hazards
- measuring and assessing the hazards and risks
- applying control; measures, such as good design, safe working procedures and / or the use of personal protective equipment
- regular reviews to check for changes

Health hazards must be identified whether they are within the workplace or associated with work activities. If possible, hazards should be avoided altogether. Where this is not reasonably practicable, managers or proprietors must measure the extent of the hazard and risks. This may involve complex techniques and comparisons. In certain cases, government-set levels must not be exceeded.

Appropriately qualified and experienced professionals may need to be consulted for advice.

## **Control measures**

If the hazard cannot be avoided, control measures must be put in place to minimize the likelihood of harmful effects and their consequences.

Some types of control measure are more effective than others. For example, a first measure might be to substitute a less hazardous cleaning chemical for a highly toxic one, but it may still be necessary to use gloves, goggles and other personal protective equipment. Nonetheless, this is better than continuing to use the original chemical while relying on personal protective equipment.

The list below shows various types of control measures. They are listed in order of priority and are sometimes referred to as the 'hierarchy of controls'.

- Substitution – providing a safer alternative.
- Isolation – moving a process to another area.
- Enclosure – physically separating a process.
- Local ventilation – removing the hazard directly from the process.
- General ventilation – using normal room ventilation to reduce the hazard.
- Exposure time reduction – reducing the time that people spend in contact with the hazard.
- Training to help individuals to reduce risks.
- Personal protective equipment – to protect people on an individual basis.
- Welfare facilities – to assist in minimizing the risk, for instance, washing facilities.

Health surveillance and medical testing may also be necessary to detect early signs of ill health and to identify anyone who is particularly susceptible to a hazard and may need special consideration. Surveillance and testing can help to indicate the effectiveness of the control measures but should not be relied on as proper safety controls because they can only detect, not prevent, ill health.

First aid and emergency facilities must be provided. Again, these should not be relied upon as safety controls, although early treatment of symptoms will help to reduce harmful effects.

Staff should be given training in work-based hazards and risks and in the measures necessary to protect themselves and others. They also need to know about the possible harmful effects of their activities and to understand that they must report the first symptoms immediately.

Other management practices, such as regular inspections, supervision, good communication, maintenance and the identification of changes in the workplace or work tasks, must also be carried out to ensure that the control measures continue to reduce hazards and risks to an acceptable level.

### **Risk Assessment**

The chapter on risk assessment will help to identify and improve circumstances linked to occupational health.

## **9. Hazardous Substances and COSHH**

Hazardous substances are used in many workplaces and may lead to a range of conditions including dermatitis, asthma and infectious diseases. Visitors and the general public may be at risk from hazardous substances, as well as the person using them.

### **Types of hazardous substance**

Hazardous substances may include anything that could cause ill health to people in contact with them. There are many reasons why a substance may be hazardous – for example, it may be:

- explosive or flammable
- associated with a dangerous chemical reaction
- toxic corrosive, harmful or irritating to parts of the human body
- the cause of diseases or allergies.

Hazardous substances may come in many forms including:

- liquid, such as cleaning chemicals
- dust, such as lead or asbestos

- fumes, such as from industrial chemicals
- gases, such as carbon monoxide
- living organisms, such as fungal spores.

### **Prevention of accidents and ill health**

The best method of preventing accidents and ill health from hazardous substances is to avoid using or storing them altogether. Where this is not possible, an assessment must be carried out and appropriate control measures must be put in place to reduce the risks to an acceptable level.

### **Identifying hazardous substances**

It is important to identify substances that could cause harm. Purchased substances must be in their original containers and have safety labels and safety information. If dangerous chemicals have to be decanted before use, they should be poured into containers approved by the manufacturer and labelled appropriately.

Other sources of information, such as government literature, may also need to be consulted.

### **Assessing the risks**

Companies must assess the risks from all hazardous substances used or created. The person carrying out the assessment must have the necessary legal and technical knowledge as well as access to the correct information. In some cases this may mean obtaining specialist expertise.

The assessor should read the suppliers' safety data sheets and consider various issues such as:

- how hazardous the substance is
- how much is used
- how often it is used
- whether levels exceed government limits.

When an assessment is thorough, a range of details is considered, covering all eventualities. Assessments should be reviewed at regular intervals or when updating is needed – for example, when changes are made to processes or materials used.

## **Preventing exposure**

Exposure should be prevented whenever possible by avoiding the need for, or production of, hazardous substances. Safer substances should be substituted.

## **Controlling exposure**

Various techniques can be used to reduce risks even where hazardous substances are used, for example:

- enclosing a process
- using local and general ventilation
- using safe systems of work and good housekeeping to minimize spills and leaks
- reducing the number of people and time for which people are exposed
- using suitable personal protective equipment

The controls chosen must be checked on a regular basis to make sure they are performing efficiently. In some cases the levels of hazardous substances in the air must be monitored. Staff must report any defects in control measures to managers immediately.

## **Information and training procedures**

All employees should be given information, instruction and training to ensure that they are aware of hazards and the risks and know which precautions to take. In particular, staff must know how to operate the control measures, use personal protective equipment and take appropriate action in an emergency. All heads of department should ensure that departmental policies contain such information for staff in their departments.

It is important for safe working procedures to be established and followed carefully. Quite often, simple procedures can prevent injury and illness:

### **Never**

- mix different chemicals together
- decant chemicals to unlabeled or incorrectly labeled containers
- never use chemicals you are not trained and authorized to use.

## **Always**

- use the correct PPE
- report any defects or operational problems such as poor ventilation
- keep your workplace clean and tidy
- avoid blocking walkways, to prevent tripping while handling chemicals
- store chemicals in a secure area
- report any symptoms of ill health immediately

## **First principles**

- Hazardous substances can cause a wide range of health problems such as dermatitis and asthma. They may also cause other problems such as explosions or fires.
- The best method of preventing accidents and ill health is to avoid using, storing and creating hazardous substances altogether.
- Prevention of control measures must be used to minimize the risks of injury or ill health.
- People working with hazardous substances must be properly informed and trained in how to use substances safely.
- Staff should report any health problems or defects to control measures or personal protective equipment immediately.
- Always follow the safety rules of your workplace. Departments at St. John's College should display and such rules.

## **COSHH**

- The Control of Substances Hazardous to Health Regulations 1988 were issued to protect workers against any substance in the workplace potentially injurious to health.
- Schools and colleges contain many substances which are potentially dangerous, not only in laboratories but also in workshops, offices and storerooms. Some are toxic, others are harmful in other ways, e.g. dust.

- The employer is legally responsible for compliance with COSHH Regs., which means conducting an 'assessment' of all substances hazardous to health and then either removing them or providing employees with the equipment, instruction and training to use them without risk.
- An assessment involves "working out the chance of any substance causing harm in the actual circumstances of its use or production (i.e. the risk) and then, in the light of that, determining the precautions that are needed." (HSE)
- Members asked to undertake assessments should request suitable and sufficient training, point out any lack of competence and insist on adequate time and resources, including access to information and advice, to carry them out.
- General assessments, e.g. CLEAPSS Hazcards, can be used provided they are valid in the actual circumstances of the school or college.
- Control equipment, e.g. fume cupboards, should be thoroughly checked by the employer every 14 months. Visual checks should be made at regular intervals.
- Any concerns about the operation of COSHH should be reported to the management.

### **Risk Assessment**

Risk assessment should be carried out on all hazardous substances stored or used at St John's College. It is likely that subjects needing to carry out risk assessment in this area will be all Sciences, Art and Design Technology. The staff responsible for each subject area must carry out this assessment under directions from the Head teacher. All forms must be filed safely and available if needed on inspection.

### **Storage**

All hazardous substances must be stored safely and out of the reach of pupils. Locked cupboards and rooms should be used and hazardous symbols / signs should be visible.

### **Spillage**

Staff should ensure they are able to deal with any spillages and dispose of the substance safely and correctly. The purchasing of spillage kits is necessary.

## **10. Ergonomics and Workstation Design**

Ergonomics is concerned with the interaction between people, equipment and their environment. Ergonomics should be considered when a new workplace is being designed, when new equipment is being selected and installed or when jobs and procedures are being considered. As employers become more aware of the human and financial costs associated with poorly designed workplaces and tasks, so the application of ergonomic principles increases.

### **Design**

It is a general principle of ergonomics that each workstation should be designed to suit the individual worker to improve his or her safety, comfort and productivity. However, as people range in height, shape and ability, it is normally uneconomic to design and create an individual workstation. Design must therefore reach a compromise and, wherever possible, should include adjustable features such as seat height adjustment and adjustable platforms.

### **Musculoskeletal disorders**

Poorly designed workstations and tasks may lead to musculoskeletal disorders causing aches, pain, swelling and poor performance. The back and arms are most commonly affected. Back problems may also be caused by lifting and carrying.

People may be at risk from upper limb disorders – a variety of conditions affecting the arms, hands and upper body. Where problems are linked to tasks at work, they are called work-related upper limb disorders (WRULDs). People are more likely to have such problems if they:

- carry out a particular action repetitively
- use force
- maintain an awkward posture
- have inadequate rest periods.

People may be at risk in a variety of jobs, for example repetitive factory, office or agricultural work. Where there are risks, employers should carry out a risk assessment of the tasks and seek expert advice if necessary. All staff at St

John's College should report immediately, any circumstances where they are required to carry any unreasonable loads, e.g. new delivery of text books. Trained staff and carrying devices (trolleys) should be used.

### Key Words

**Ergonomics -** the interaction between people, equipment and their environment.

**Workstation -** the arrangement of equipment, such as desks and production lines, at which people work.

**Musculoskeletal disorders -** conditions, often affecting the back, involving symptoms such as aches, pains, swelling and restricted movement.

**WRULDs -** work-related upper limb disorders affecting the neck, shoulders, arms and hands.

**Display screen equipment -** equipment, such as a computer, with a visual display or monitor.

Typical measure to help prevent WRULDs include:

- re-designing workstations to reduce the risks caused by stooping, overreaching and similar actions
- reducing repetitive movements, for instance by automation or job rotation
- reducing the force needed to carry out a task
- reducing stress levels which may contribute to poor posture
- training staff in correct posture and safety precautions associated with the task
- making environmental where possible, for example, providing heating in cold areas.

### **Display screen equipment**

Various ill effects, such as eye strain, headaches and upper limb disorders have been associated with jobs involving the use of display screens. Some of the methods that employers can take to prevent problems are:

- carrying out an assessment of the equipment and task and making any necessary improvements
- providing height-adjustable seats , with back rests and foot rests if needed
- allowing plenty of room for movement
- maintaining and selecting equipment, software and screen options to minimize flicker and reduce eye strain
- planning work allowing for breaks
- reducing noise distractions
- providing appropriate training and information
- arranging for eye tests for certain staff

Staff can also help to prevent health problems by, for example:

- sitting comfortably at the correct height with forearms parallel to the surface of the desktop and eyes level with the top of the screen
- maintaining a good posture
- avoiding repetitive and awkward movements by using a copy holder and keeping frequently used items within easy reach
- changing position regularly
- using a good keyboard and mouse technique with wrists straight and not using excessive force
- making sure there are no reflections or glare on screens by carefully positioning them in relation to sources of light
- adjusting the screen controls to prevent eye strain
- keeping the screen clean
- reporting to their manager any problems associated with the use of the equipment.

### **Other uses for ergonomics**

Ergonomics can assist with other issues such as the layout of control panels on machines. Various aspects need to be considered, for example, the ability to reach emergency stop buttons and the clarity of controls and instructions.

If any member of staff is concerned about any aspect of ergonomics and workstation design the Head teacher should be informed. Teachers should pay particular attention to the correct height of stools and desks etc. It is also necessary to carry out risk assessment at all areas of the school to identify and improve any such problems. The correct forms are shown in the risk assessment chapter of this policy.

## **11. Manual Handling**

At St. John's College no staff or pupils are expected to carry heavy loads. Sufficient devices should be available to staff for the carrying of such items as books and equipment. Pupils are not to be asked to carry any materials, equipment, (including sporting equipment such as mats chairs, desks etc. that may cause injury).

The Head teacher may appoint someone or some people to carry out the task of moving any heavy loads such as stock deliveries, desks and chairs (for examinations etc.) The appointed person / persons should receive all relevant training and be provided with the necessary mechanical handling devices.

These measures may require staff to be organized in asking the appointed person / persons in advance to carry or move any such items.

### **Manual Handling Injuries**

Almost one-third of reportable accidents result from handling, lifting and carrying activities. Virtually all workplaces have staff involved in some form of handling and the cost of injuries from poor or careless practice is enormous.

A variety of injuries may result from poor manual handling. These are most commonly to the back, but hands, arms and feet may also be damaged. Typical injuries include:

- ruptured discs
- sprained ligaments
- sprained and inflamed tendons
- muscular injuries
- trapped nerves
- hernias
- fractures
- cuts and crushing to parts of the body (for example, when a load is dropped onto fingers or feet).

Some injuries occur immediately, but may develop gradually. Most cause significant pain and result in absence from work.

## **Preventing injuries**

As with other health and safety issues, the most effective method of prevention is to eliminate the hazard – in this case, to remove the need to carry out hazardous manual handling. For example, it may be possible to re-design the workplace so that items do not need to be moved from one area to another. Alternatively, it may be possible to provide mechanical means, such as a conveyor belt, to move items. Any alternative means of moving objects must also be assessed and controlled to ensure they do not cause injuries or other health problems.

Where manual handling tasks cannot be avoided, they must be assessed. This involves examining the tasks and deciding what the risks associated with them are, and how these can be removed or reduced by adding control measures.

As part of a manual handling assessment the following should be considered:

- the task to be carried out
- the load to be moved
- the environment in which handling takes place
- the capability of the individual involved in the manual handling.

A number of factors increase the risk of manual handling injuries, and these should be considered and controlled. The following paragraphs offer a number of suggestions.

### **The task**

- Carry loads close to the body because lifting and carrying with the load at arm's length increases the risk of injury.
- Avoid awkward movements such as stooping, reaching or twisting
- Ensure that the task is well designed and that procedures are followed.
- Try never to have to lift from the floor or above shoulder height. Limit the distance for carrying. Mechanical aids may assist in reducing the force needed to move a load. These do not have to be complicated – a simple sack truck may help, but such aids must be used properly.
- Minimise repetitive actions by re-designing and rotating tasks. Ensure that there are adequate rest periods and breaks between tasks.
- Plan ahead – use teamwork where the load is too heavy for one person.

## **The load**

- Reduce the size and weight of loads to make handling easier. This could involve suppliers in packing items into smaller consignments before delivery.
- Make loads easier to grasp and increase the stability of loads which may move suddenly and unpredictably.
- Control harmful loads – for instance, by covering sharp edges or by insulating hot containers.
- Wear suitable personal protective equipment, such as non-slip gloves, safety footwear or overalls.

## **The environment**

- Ensure that the surroundings are safe – flooring should be even and not slippery, lighting should be adequate, and the temperature and humidity should be suitable.
- Remove obstructions and ensure that the correct equipment is available.

## **The individual**

- Never attempt manual handling unless you have been trained and given permission to do so.
- Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be particularly at risk of injury.

## **Good handling techniques**

As it is not possible to eliminate manual handling altogether, correct handling techniques must be followed to minimize the risks of injury.

## **12. Contractors on Site**

The presence on the premises of workers other than those employed in a school or college may create potentially hazardous situations.

The Head teacher should:

### **Before a contract is awarded:**

Request management to

- check that the contractor has a properly constituted H+S policy;
- check the safety record of the contractor.

### **When a contract is awarded:**

- discuss with management the potential hazards that might be caused by the work, e.g. materials, machinery, noise, dust, traffic;
- request that risk assessments be carried out;
- if possible, contact the person responsible for health and safety and the safety representative.

### **During the contract:**

- inspect and report on any hazards caused by the workers on site, including unsafe working practices, which present a risk to staff / pupils;
- if adequate control measures are not taken, the matter should be taken up with the H+S committee.

### **On completion of the contract:**

- conduct a full inspection of the area where work has been done to ensure that it is free from hazards;
- request to see any official inspection reports.

### **13. Educational Visits and Journeys**

**See also school policies for educational visits with regard to All Wales Guidance 2008 (HASPEV)**

- All supervisory duties must be carried out with the greatest degree of rigour. Courts expected teachers to exercise a GREATER degree of care than would be expected of a careful parent.
- Remember that the teachers accompanying the school party carry ultimate responsibility.
- Team leaders must be confident that their own training, qualifications and experience are adequate to meet the varied demands of the proposed visit.
- Team leaders must be able to demonstrate that they have carried out an adequate risk assessment on the proposed activity and have taken all reasonable steps to eliminate foreseeable dangers.
- Team leaders should follow scrupulously ALL guidance provided by the employer. Anyone who gets involved should strictly follow DfEE policy, LEA or governing policy and guidance given by the NASUWT.
- Team leaders should visit the location of the proposed visit in advance to assess the likely risks.

In addition to these guidelines, staff at St John's College are required to follow the following procedures:-

- Ensure that you take a class list or a list of pupils on the visit. Ensure that you call the register on the coach or minibus before you leave the school and double check with a head count. Every time the pupils leave the coach and then return, be sure to call the register and make a head count. When calling the register, ensure you can actually see that person (perhaps make them stand up).
- Ensure that pupils are adequately supervised whilst at the visit location.
- Consideration must be given for any medical attention should it be required (take a medical kit). Consider pupils who suffer from such ailments as diabetes or asthma. (To identify pupils who may have such

ailments or who may have dietary conditions, staff must send a letter to parents with a section available for such details), or check the class records.

- On returning to the school, especially at night, pupils must not be left unsupervised. Staff must ensure that parents are informed of a correct time of return and wait until all pupils have been collected. There may be delays for all sorts of reasons from both the travelling party and the parents. A list of telephone numbers along with a mobile phone should also be taken on visits by the group leader.

### **ARRANGEMENTS FOR SCHOOL VISITS**

#### **Pre-planning:**

When a trip is planned, it is necessary to aim for the following criteria:

- a) The trip should take place on a day which will cause as little problem as possible to other members of staff. For example, trips for Junior Classes should take place on days when the class teachers are usually with the class. For specific trips in the Senior School these should take place on days when the subject is being taught to the class concerned.
- b) Transport arrangements should be checked with the person designated.
- c) Appropriate staffing should be arranged. In general, staffing levels of 1:10 are necessary for outdoor visits, and 1:15 for more sedentary pursuits such as theatre trips.
- d) The Educational Visit form should be completed and submitted to both the office and the EVC if possible at least two weeks before the scheduled date of the trip. I will check for feasibility of the visit and gain approval from the Head teacher.

### **ALL THIS MUST TAKE PLACE BEFORE ANY LETTERS ARE SENT TO PARENTS.**

Following approval:

- a) Letters and consent forms to be sent to parents and returned to school before departure.

- b) Fill in the details of the trip on the year planner in the staff room.
- c) All staff who wish to attend to fill in leave of absence forms at least one week prior to trip.
- d) Inform other staff who will be affected by the children's absence on the trip.

If these procedures are followed, there should be no problems arising.

## **14. Medication in Schools**

There is no general contractual requirement for any teacher to administer medication to a pupil. NASUWT ADVISES ITS MEMBERS NOT TO DO SO.

Head teachers should advise members who nevertheless administer medication that they must be confident that they are properly trained and qualified to undertake the task. The minimum requirements that such a member should demand are:

- clear written guidelines from their employer;
- that they receive appropriate training;
- all necessary facilities for the safe storage of medicines and for record keeping;
- easy access to qualified medical / nursing advice when needed;
- indemnification from their employer against action arising from allegations or maladministration;
- that they are given, for each child, full information on the dosage required, the frequency of administration, and possible effects on the child concerned;
- that all medicines be kept in a suitably approved, locked drugs cabinet. Each medicine should be in a separate container, clearly labeled with the contents, dosage, frequency of administration, duration of course, date of prescription and the child's name;
- that an up-to-date record of drug administration should be kept in a designated place.

## **15. Sports and Playing Fields**

Teachers should not take full responsibility for sports or PE activities unless they have specialist training. Such teachers if timetabled to take games lessons should work closely with qualified specialist colleagues. Even years of participation in a given sport may not be seen by a court of law as an acceptable qualification.

- Any sporting activity must be:  
authorised by the Head Teacher;  
covered by the school's public liability insurance.
- A teacher is even more vulnerable if thinking about undertaking activities outside normal school hours.
- Teacher must never accept responsibility for pupils of the opposite sex when changing.

Teachers are strongly advised not to participate with pupils in any game where there is a likelihood of physical contact. A manoeuvre or tackle that is entirely within the rules of the game could be construed by a court as an illegal assault by virtue of the imbalance of size, weight, strength and ability between teacher and pupil.

Problems to watch out for include

- dog or cat fouling (a source of serious infections);
- the Education Act of 1996 states that it is an offence for a person to cause or permit nuisance on school premises. Such an individual may be removed by a police officer or authorized person;
- dangerously uneven or slippery surfaces;
- broken glass, tins, rubbish;
- potential for access by intruders;
- arrangements for "walking" or "bussing" pupils to an off-site venue;
- maintenance, safe storage and suitability of equipment;
- supervision of unsuitably large groups.

## **16. Staff Rooms**

Employers are required to provide for the welfare of employees at work. This means:

- the provision of accommodation for both work and social / rest purposes;
- although there is no direction as to size, decoration or furnishing of a staffroom, facilities must be reasonable bearing in mind the number of people using it;
- there must be facilities to eat meals and have a drink, including a washing up sink and hot water;
- rest rooms should have sufficient seats with back rests and tables for the number of staff likely to use them during breaks;
- there should be protection for non-smokers and suitable back rest facilities for pregnant women and nursing mothers;
- the provision of cloakroom facilities whereby each employee has a separate peg/locker, means of drying outdoor clothes and spaces for changing clothes.

## **17. Hygiene**

Employers are required to provide and maintain a working environment which is adequate as regards facilities and arrangements for the welfare at work of all employees:

- the provision of sanitary facilities and wash basins:  
although there are minimum requirements, because of pressure on facilities at set times of the day, these should be sufficient to enable everyone to use them without undue delay;

toilets must be kept clean, well-ventilated and lit, have locking doors and be easily accessible;

there must be separate accommodation for men and women;

washing facilities must include hot water, soap and a hygienic means of drying and be private and safely lit;

washrooms for staff must be adequate for the number of staff at the school and separate from the pupils;

- Under no circumstances should pupils be expected to pick up litter. There are many dangers including broken glass.
- the provision of an adequate and accessible supply of wholesome drinking water, which should be conspicuously labeled, plus a sufficient number of drinking vessels;
- drinking water should be drawn from the mains wherever reasonable practicable, but in schools is commonly stored in tanks which must be inspected and subject to maintenance schedules designed to avoid diseases such as Weil's or Legionnaire's.
- adherence to standards of cleanliness:

the premises, furniture and fittings should be cleaned at least once a week; toilets and eating areas daily;

rubbish and food waste should be kept covered and spillages cleaned up immediately;

details of cleaning requirements can be found in the cleaning agency's specification.

## **18. Security**

St. John's College are committed to the security of pupils and staff. Staff at St. John's College are required to be suspicious of any unknown visitor. Simply asking "Can I help you?" may allay any suspicions. If staff are concerned, the police should be called for immediately. Under no circumstances should pupils be left in the presence of a stranger.

A key element is information and training for all staff, including:

- procedures for reacting to the presence of unauthorised visitors designed so that no-one is placed in a potentially confrontational situation (no "challenging" of strangers);
- how to respond to incidents.

- The safety strategy must be based on a competent risk assessment backed by the specialist advice. Every site is different: establishments should carefully weigh up any recommendations of security advisors to be sure that they suit their particular situation.
- Measures, which do not have to be expensive, could include:  
restricting visitors to a single entry point;  
controlled entry system (e.g. coded push button lock);  
staffed reception area;  
visitor badging;  
panic alarms.
- Closed circuit television (CCTV) surveillance is often thought of as panacea but is of little use unless the system:  
is monitored by staff trained in how to respond to an incident;  
has a recording facility;  
is efficiently serviced (e.g. tapes changed systematically);
- CCTV should not be set up in a way that might tempt intrusion or “spying” on staff.
- Special attention should be given to vulnerable groups such as staff working in isolation, off site or after normal hours.

## **19. Subject Responsibilities**

Staff who are responsible for subject areas in St John’s College will be required to write subject schemes of work and policies. These will be supported and approved by the Head teacher. Staff are asked to include a section entitled “Health and Safety” and should provide guidelines of the matter appropriate to the subject.

## **20. Risk Assessment**

It is now a requirement by law that any establishment employing more than five persons carries out risk assessment. Risk assessment is essential to spot hazards and prevent, or make less likely, an accident occurring. Risk assessment will spot hazards, determine who may be affected, determine how serious the hazard is and check control measures already in place.

After risk assessment is carried out, the hazards determined should be prioritized.

- PRIORITY 1 - high, likely, severe
- PRIORITY 2 - may occur
- PRIORITY 3 - unlikely but not impossible
- SEVERITY
  - LOW - 1<sup>st</sup> aid in school
  - MEDIUM - Absent for up to 3 days or a hospital visit
  - HIGH - Absent for more than 3 days, a major injury (RIDDOR)

### **ORGANISATION OF RISK ASSESSMENT**

As mentioned earlier, we are required by law to carry out risk assessment. **All** topics in the policy and **all** areas of the College should be assessed.

The Head teacher must manage the task of carrying out risk assessments. Assessments can be carried out by the Head teacher, an appointed member for health and safety, teaching staff or suitably qualified personnel from outside the school. A health and safety committee should be appointed to oversee risk assessment. This may include the Head teacher, a member of the Trustees, the caretaker, the member of staff responsible for health and safety and appropriate representations from the different subject / age areas of the college.

The committee should meet and plan risk assessments on a regular basis.

### **RECORDING**

A file should be kept in the school office which will hold all details of risk assessment. It will contain the necessary forms for risk assessment in all areas of the policy and college, completed risk assessments, and the action taken as a result of risk assessment.

Copies of the risk assessment forms including a hazard spotting form are available from SM and the staffroom. The full list of available forms will be kept in the risk assessment folio in the office.

The college is committed to risk assessment and subsequently the improvement of health and safety. In addition to the measures outlined in this policy we have become members of the British Safety Council. This membership allows unlimited advice and consultancy on any matter arising with Health and Safety. The BSC also provide training and expertise on carrying out such matters as risk assessment.





