Health & Safety Guidance
Children & Younger Adults Department

MANAGEMENT OF
HEALTH AND SAFETY

Management of Health and Safety
Introduction

Health and Safety is no different from finance, personnel issues, quality etc; it needs to be managed and a suitable system established. Key staff from the management team should receive training in managing health and safety. Key staff from the management team receive training in health and safety.

The Health and Safety Management System should be designed in such a way that the potential for the actions (or non-actions) of individuals to create problems or risks, is greatly reduced. The mechanics of the system need to be put down in writing and once it has been established, it must be adhered to by everyone involved in its implementation.

There are basically five steps to establishing an effective health and safety management system. These are: -

1   Carry out an initial status review to establish just what you are doing now. It may be that many of your activities are already being dealt with effectively and there is no point in changing them if it's not necessary.

2   Decide on what actions you are going to take to manage the health and safety issues relating to your site, how it will be done and who is going to do it. From this you will set your policy.

3   An effective structure and arrangements are in place for delivering the policy

4   Plan when the actions are going to be carried out and implement them.

5   Measure your performance against your stated objectives (policy), using audits of the system, inspection of the premises, accident/incident statistics etc.

6   Review your performance and adjust your policy accordingly.

The School Curriculum

We teach the children about health and safety in order to equip them with the skills, knowledge and understanding that will enable them to live positive, successful and healthy lives. Teachers take every opportunity to educate children in this regard as part of the normal school curriculum.

We teach children respect for their bodies, and how to look after themselves. We discuss these issues with the children in PSHE lessons where children learn about healthy eating and hygiene. We also show them how to move and play safely in PE lessons. In design and technology children are taught how to handle tools safely.

Health and safety issues also arise when we teach care for the environment, and awareness of the dangers of litter. Children in Key Stage 2 receive both drugs education and sex and relationship education.

Our school promotes the spiritual welfare and growth of the children through the RE curriculum, through special events, such as harvest festivals, and through the daily act of collective worship.

We believe that everybody in our school can and should promote everybody else's safety, so we teach children to spot hazards in the classroom or around the school, and inform their teacher. In particular we are aware of:
- Safe movement around the classroom and corridors
- Pencils: risk of harm

- Pen lids: risk of choking
- Scissors: should always be round ended
- Compasses: risk of harm
- Sewing needles: risk of harm
- Staple guns ; never to be used by children
- Powdered wallpaper paste: contains anti-mould ingredients which can be toxic
- Water pots and containers: should always be plastic
- Chairs: should be used properly; if faulty should be given to the caretaker for repair or disposal
- Nature exhibits: flowers, berries and fungi may be poisonous

Each class has the opportunity to discuss problems or issues of concern with their teacher. Issues raised in class are taken through the School Council to the management of the school. Teachers use Circle Time to help children discuss and overcome any fears and worries that they may have. These concerns are handled with sensitivity.

School Meals

Our school provides the opportunity for children to have a meal at lunchtimes. If parents are in receipt of the relevant allowances they may claim free school meals for their children. Meals are provided by Derbyshire County Council Catering Service and provide a suitable nutritional value, in line with the requirements of the law.

If children choose to bring their own packed lunch, we provide them with a suitable place to eat it, and we supervise them during this time. Glass containers and hot drinks are prohibited.
Our school promotes a healthy lifestyle. As sweets can damage children's teeth we do not allow sweets or chocolate to be eaten in school. KS2 children can bring in their own fresh or dried fruit to eat, at morning break time. Children in Key Stage 1 are given free fruit daily.

School Uniform

It is our policy that all children wear the school uniform when attending school, or when participating in a school-organised event, even if outside normal school hours. We agree the requirements for school uniform with parents, and we review these requirements regularly.

We always take a sensitive approach where regulations regarding uniform conflict with a child's religious or cultural beliefs.

It is the responsibility of all staff to ensure that the school uniform policy is enforced.
We ask parents to equip their children with the necessary uniform and school equipment. If a child repeatedly attends school without the correct uniform, we will inform the parents and request that they make sure their child leaves home with the proper uniform on. If a parent is in financial difficulties, and this results in a child not having the correct uniform, or not having adequate equipment, our school will do all it can to support the parent. We ask parents not to send their child to school with 'extreme' hairstyles, or the sort of appearance that is likely to draw attention. We ask parents to discuss their child's appearance with us if there are any religious issues involved that we might be unaware of. All hair below shoulder length must be tied back. This is to avoid pulls, tangles and potential spread of head lice.

On grounds of Health and Safety we do not allow children to wear jewellery in our school. An exception is ear-ring studs in pierced ears. We ask children to remove these during PE and games.

Child Protection

The named people with responsibility for child protection in our school are the headteacher, deputy Headteacher, EYFS leader and the Learning Mentor who liaises with a named governor. We follow the procedures for child protection drawn up by the LA and our own Child Protection Policy.

Staff are aware of the risk of children making allegations and endeavour, wherever possible, to avoid being in a room with small groups without the presence of another adult.

School Security

While it is difficult to make the school site totally secure, we will do all we can to ensure that the school is a safe environment for all who work or learn here. We review security measures regularly, and draw upon the advice of experts (e.g. police officers, fire officers, architects and other consultants).

Children will be supervised at all times. Staff are particularly aware of the requirement to be on playground duty promptly at break-times.

We require all adult visitors who arrive in normal school hours to sign in using our Entry Sign system in the reception area, and to wear an identification badge at all times whilst on the school premises. Close liaison with contractors is necessary to maintain safe working areas.

Teachers will not allow any adult to enter the classroom if the school visitor's badge does not identify them.

If any adult working in the school has suspicions that a person may be trespassing on the school site, they must inform the headteacher immediately. The headteacher will warn any intruder that they must leave the school site straight away. If the headteacher has any concerns that an intruder may cause harm to anyone on the school site, s/he will contact the police.
The gates leading directly onto the playgrounds are locked during school hours. All visitors enter and leave the school via the reception area.

Safety and Welfare of Children

It is the responsibility of each teacher to ensure that all curriculum activities are safe. Similarly, curriculum leaders will always be vigilant for hazards concerning equipment or activities related to their area of responsibility. If a teacher or curriculum leader has any concerns about pupil safety, they should bring them to the attention of the headteacher before that particular activity next takes place.

We do not take any children off the school site without prior permission of the parent. All trips off site are risk assessed using the DCC adopted EVOLVE website.

A washing machine is available in the nursery. There are separate toilets for girls and boys in both main school buildings and toilets in the nursery. Washing facilities are also available in the KS1 unit. The canteen has its own toilets and washing facilities.

If an accident does happen, and it results in an injury to a child, the teacher will do all s/he can to aid the child concerned. There is a first aid room off the main school office.

Educational Visits

The school takes very seriously its responsibilities for ensuring the safety of children whilst on school visits.

Risk Assessments are completed for all Educational Visits (making use of generic Risk Assessments produced by the LA wherever possible). These will be prepared by the organiser of the visit, shared with any accompanying adults, countersigned by them and the headteacher and a copy left in school. All school outings are insured through the scheme recommended by DCC.

There are trained first aiders in school. Should any accident involving injury to a child take place, one of the trained first aiders will be called to assist. If necessary the emergency services will be called. All accidents which require medical attention must be reported to the office in order that an Accident Report form may be completed and sent off to the Health and Safety Department. Where appropriate Riddor forms will be filled in and sent off to the relevant authorities.

Any incidents of physical assault must be reported to the Headteacher immediately so that they may be documented.

We record in the school log book all incidents involving injury, and in all cases we inform parents. Should a child be seriously hurt, we contact the parents through the emergency telephone numbers that we keep on file. We update these numbers annually, but it is essential that parents inform us when contact details change. If a child receives a bump to the head, a standard letter will be sent to the parent, through the class teacher, so that all parties can monitor the child's condition.

For children with severe allergies or medical conditions, specific emergency plans will be written and shared with all staff to ensure that everyone knows how to deal with the problems. These emergency plans will be displayed prominently where required.
Wildlife Areas - To the best of our knowledge the wildlife garden and surrounding environment contain no toxic plants.

Keeping of animals - Any animals kept in school must be free of disease, to the best of our knowledge. Staff should be vigilant of pupils with allergic reactions and other respiratory problems when introducing animals into school. If in doubt defer introduction until medical advice is sought.

No dogs, apart from guide dogs and those brought in, for curriculum purposes, are allowed on the school premises.

Control of Substances

COSHH reports are kept by the Caretaker. These reports are monitored annually and information passed on to all users of dangerous substances. All flammables are kept in a metal cupboard. Any new substances introduced into school which may present a danger must have a COSHH assessment as a matter of urgency.

Clay and plaster etc.: Appropriate safety procedures are adopted when children are working with such materials which should only be used under adult supervision.

Fire and other Emergency Procedures

Procedures for fire and other emergency evacuation are displayed prominently in all rooms. Fire drills are held termly and are logged. Arrangements are made to monitor the condition of all fire prevention equipment regularly. This includes the visual inspection of fire extinguishers, and the testing of the fire alarm system.

In areas where it is difficult to hear the alarm the hand bell will supplement the system.
All staff will be informed of and trained in isolating the mains services. Isolation of mains services will only be carried out when it does not threaten the safety of the person involved.

Nursery children must have one adult accompanying two children on out of school visits. Pupils in Reception should have a ratio of 1:6 and in the rest of Key Stage 1 must have a minimum ratio of one to ten pupils. Pupils in Key Stage 2 should have a minimum ratio of 1 to 15.

School MPV/ Coaches and Minibuses

We use coaches and mini-buses only when seat belts are provided. We instruct the children to use seat belts at all times when the bus is moving.
The school own MPV is equipped with inertia reel seat belts for all seats and suitable booster seats are used for all heights of pupils.

Pupils board and alight from vehicles when the engine is off and on the kerb-side only.

Medicines

Most pupils will at some time have a condition requiring medication. For many the condition will be short – term – perhaps the duration of a short absence from school. However, although a child may soon be well enough to be back at school, medication, may still be required during the school day for a short period. In such cases parents will be expected to visit, perhaps during the lunch break, to administer the medication themselves (after first reporting to the office).

Where children have long – term medical needs, we will do everything we can to enable them to attend school regularly. Parents must give us details of the child's condition and medication, and bring the medication to school in a secure, labelled container. Records will be kept of all medication received and administered by the school.

Staff involved in administering the medication will receive training, usually from the school nurse.

Internet Safety – see specific policy for this
Theft or Other Criminal Acts
The teacher or headteacher will investigate any incidents of theft involving children. If there are serious incidents of theft from the school site, the headteacher will inform the police, and record the incident in the incident book.

Should any incident involve physical violence against a member of staff, we will report this to the Health and Safety Executive, and support the teacher in question if he or she wishes the matter to be reported to the police.

The Health and Welfare of Staff

The school takes very seriously the need to safeguard the health and welfare of all our staff. This includes their professional development, which we address in out CPD policy. We also pay particular attention to the assessment and prevention of work-related stress, thus complying with health and safety law. If a member of staff is experiencing stress at work, s/he should inform the Headteacher without delay. In the event of the Headteacher experiencing stress at work they should inform the Chair of Governors without delay.

We will maintain a suitable working temperature with adequate ventilation, suitable lighting and low levels of dust and noise. In the case of very young children minimum working temperatures of approximately 18 C are deemed to constitute a risk and measures will be taken to close down the area of school not able to maintain this temperature as a minimum. **No smoking is allowed within the school premises.**

Vehicular Access

Parents and carers do not access to the staff car unless they are a valid holder of a blue disabled badge. Anyone using the car park should not exceed 5 mph in the environs of the school.

Monitoring and Review

It is the H and S Governor's responsibility to keep the governing body informed of new regulations regarding health and safety, and to ensure that the school regularly reviews its procedures with regard to health and safety matters. The governor in question also liaises with the LA and other external agencies, to ensure that the school's procedures are in line with those of the LA.

The headteacher implements the school's health, safety and welfare policy on a day-to-day basis in liaison with the caretaker, who inspects the playground and the outside of the building daily before school. The headteacher also ensures that all the staff are aware of the details of the policy as it applies to them. The headteacher reports to governors regularly on health and safety issues.

All suitable records of Inspections, Tests, etc. are kept filed in the Caretaker's office under Health and Safety.

Annually, the School Business Manager, Caretaker and H and S governor conduct an H and S inspection with the relevant Union representative. Issues raised for part of an action plan which itself forms part of the School Development Plan which is budgeted for resources and any training requirements. The governing body is committed to allocation of appropriate resources to H and S issues.

This policy will be reviewed at any time on request from the governors, or at least once every two years.

NB. The Education Health, Safety and Risk Management Handbook is in the school office and contains all guidance on compliance with Health and Safety legislation. Please refer to this file when in doubt.
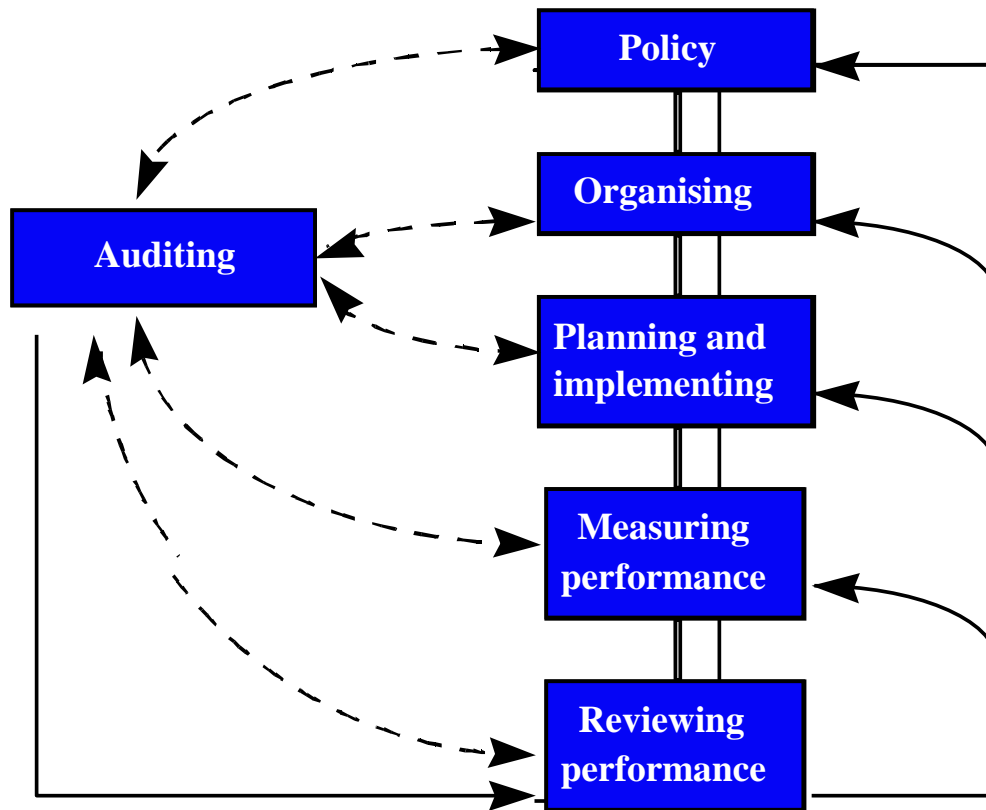
An effective management structure and arrangements are in place for delivering the policy.

All staff are motivated and empowered to work safely and to protect their long-term health, not simply to avoid accidents.

As can be seen from the diagram, the system is a closed loop, therefore it is not possible to say that the work is ever complete.

Suggested Elements of a Health and Safety Management System

Health and Safety Policy

The Health and Safety Policy is the centrepiece of any management system for health and safety. Although there is no set layout to this document, the accepted method, is for the document to have three main sections.

Section 1 – The Statement of Intent (Specifying Objectives)

This section should outline the establishment's overall philosophy in relation to the management of health and safety. It should include the management's commitment to the following:-

- Compliance with health and safety legislation.

- Compliance with the LEA's health and safety policy and guidance.

- Providing adequate funds to deal with health and safety issues.

- Providing appropriate health and safety training for staff.

- Ensuring adequate health and safety communication systems are established.

The statement of intent should be signed by the head of the establishment (and Chair of Governors in a School), dated, with the date of the next review included.

Section 2 – Organisation and Individual's Responsibilities (People and their Duties)

This is the part of the policy which sets out who is responsible to whom with regards to health and safety (it is possible that the management structure may be different for health and safety than for other management issues).

An easy way to establish this structure is with a management flow chart. This flow chart should identify job titles, outlining their key responsibilities, eg heads of site, head of department, caretakers, first aiders, fire wardens etc.

The second part of this section should state exactly what the responsibilities are of the people who appear on the management flow chart. For instance, if it is to be the responsibilities of the Site Manager to ensure that the fire fighting equipment is to be inspected annually, then it should say so in the site manager's responsibilities. If it is to be the caretaker's job to test the fire alarm weekly, then this should be listed in the caretaker's responsibilities.

It is not appropriate to simply say 'The Site Manager has overall responsibility for health and safety'. If the current occupant of that position is absent from work for a long period, or leaves the employ of the school, the person who takes over the duties needs to know exactly what those duties and responsibilities are to ensure continuity.

Section 3 – Arrangements (Systems and Procedures)

This part of the document should detail the practical arrangement in force to assist in overall policy implementation. So, if we are saying that the caretaker is to test the fire alarm, this section should state exactly when and how it must be done. This is likely to require a step by step procedure, which would be included in the arrangements for dealing with fire, along with the evacuation procedures etc.

The Health and Safety Policy Statement and any changes to it should be brought to the attention of all employees, both existing and new. It is not always necessary for all staff to receive instruction on the complete contents of the policy. The caretaker only needs to receive the parts of the document, which relate to his/her work. The giving of this information must be recorded.

Where LEA guidance is to be followed, this can be referenced i.e. the guidance does not need to be physically included. Where possible, employees should be included in devising and developing the policy and procedures.

Organising for Health and Safety

Having written the health and safety policy statement, it is essential that the procedures etc contained in the policy document be implemented as required. Some of the organisational requirements should already be taken care of in the policy, in the health and safety management structure and individual's responsibilities. Other elements which should be incorporated into the organisation framework of an establishment are:-

1   The use of specific job descriptions to define the roles of line and functional management.

2   Nominate competent persons to measure and monitor overall health and safety performance. Ensure these persons receive relevant training (eg DCC LEA Health and Safety Co-ordinators Certificates) and appropriate information. These people will need to be allocated sufficient time and resources (relevant to the size of the school) in order to deal with health and safety issues.

3   Provide the means (and the authority) to deal with failures to meet the requirements of the policy.

4   Fix management's accountability for health and safety in the same way as other management functions.

5   Ensure that each individual is unambiguously aware of what he/she must do to fulfil their role.

6   Ensure that all appropriate personnel know what resources are available for health and safety, in terms of time and money. Staff must be aware of how the policy and the organisation required to fulfil it support them.

7   Set up a means of communicating health and safety problems/issues to/from management and a forum for discussing health and safety problems and devising solutions eg health and safety committee.

Planning and Implementing

Good planning minimises risks and ensures that resources are used to best effect. It is essential that management identify the hazards within the workplace, assess the risks, decide whether the risks are properly controlled or whether further actions are required and assign a priority to the work. From this an action plan can be produced which deals with the highest risk first, followed by the next highest risks second and so on. This is particularly useful when deciding on the allocation of resources (including funding).

When the plan has been formulated, and the appropriate actions decided upon, then duties need to be allocated to individuals, where possible in line with the policy and the job descriptions mentioned above.

It will be necessary to establish the performance standards by which the quality and effectiveness of the work will be measured.

Risk Assessments

The Management of Health and Safety at Work Regulations 1999 place an implicit duty on employers (or their agents) to carry out risk assessments. As mentioned above, risk assessment can be a useful tool in deciding where resources are to be allocated. It can be used to justify the actions which are taken and any actions not taken because of the ability to assess whether it is reasonably practicable in terms of benefit, time, money and effort. The principles can be shown in five simple steps. These are:-

1   Identify the hazards relating to the task or the area where the work takes place.

2   Decide who might be harmed and how.

3   Evaluate the risk based on your knowledge and experience of the situation and decide whether existing precautions are adequate or more should be done. Where necessary assistance may be sought from experts in the appropriate field, ie Health and Safety Advisors, Property Division etc.

4   Record your findings and communicate them to all who may be affected.

5   Review your assessment from time to time and revise it if necessary.

Training

Health and safety legislation requires that all employees must have adequate health and safety training, particularly after being recruited, transferred or given new responsibilities. Training also needs to be considered when introducing new equipment or changing systems of work. The training that people may need will vary, and

employers should be cautious about training packages that do not relate to individual needs. The training given should be geared to employees' tasks and should take account of their experience.

Due to Fair Funding Legislation the funding for Health and Safety training has been delegated to schools. With this funding comes a responsibility to ensure staff receive appropriate training.

As with all health and safety matters it is necessary to be able to provide evidence of training via a recording system. Headteachers will need to arrange for a health and safety record system to be set up. This could be integrated within existing staff training record systems in which case the entire record system would need to made available for inspection/audit.

Special courses, general management courses and/or courses for governors may provide health and safety management training. Managers need to carry out a training needs analysis to consider the training needs of all staff. Some of the areas to consider are, amongst others, manual handling, general health and safety, fire and first aid. Curriculum and professional development courses often cover health and safety matters.

It is important to evaluate the competence of the employee after training. Monitoring could show people failing to meet performance standards, with a need for further training to correct a lack of skill, knowledge, experience or motivation; it can also help to demonstrate that the training has been effective.

In addition to the facilities already referred to, trade union appointed safety representatives also have a legal right to time off with pay for relevant training.

Culture

Organisations need to define the responsibilities and relationships which promote a positive health and safety culture and secure the implementation and continued development of the health and safety policy. Structures and processes are needed which establish and maintain control in the organisation; promote co-operation between individuals, safety representatives and groups so that health and safety becomes a collaborative effort; ensure the communication of necessary information throughout the organisation and secure the competence of employees.

A positive health and safety culture is only possible by the visible and active leadership of senior managers and the setting of good examples. Also vital is an effective communication system that ensures that all health and safety information is provided to those who need it in a form that is understandable. The communication needs to be two ways so that employees have a system to report any health and safety concerns/issues to managers.

Monitor

Measurement is essential to maintain and improve health and safety performance. There are two ways to generate information on performance:

- Active systems which monitor the achievements of plans and the extent of compliance with standards;

- Reactive systems which monitor accidents, ill health and incidents.

Effective procedures are needed to capture both sorts of information.

Active Monitoring

Active monitoring gives an organisation feedback on its performance before an accident occurs. It includes monitoring the achievement of specific targets, the operation of the health and safety management system and compliance with corporate standards. This provides a firm basis for decisions about improvements in risk control and the health and safety management system. There are additional benefits such as the system reinforcing

positive achievements which can be communicated to parents and prospective parents via the school prospectus.

The establishment needs to allocate responsibilities for monitoring to appropriate people within the management chain. Managers should in general be given the responsibility for monitoring health and safety compliance within their area of responsibility. Headteachers and governors should monitor the overall performance of the establishment.

The various forms and levels of active monitoring include:

- Routine procedures to monitor specific objectives, eg report every two terms;

- Periodic examination of documents (eg training records, inspection reports, fire log book) to ensure the systems relating to the promotion of a safety culture are working;

- Systematic inspection of the premises, plant and equipment by representatives of the management team;

- Environmental monitoring and health surveillance as appropriate;

- Systematic direct observation of work and behaviour by line managers to asses compliance with health and safety rules and requirements;

- Formal audit of the establishment's management system (by LEA Health and Safety Advisors);

- Internal audit of performance by management team;

- Regular reports on health and safety performance to the Governing Body.

The key to effective active monitoring is the quality of the action plan's performance standards and specifications which have been established. These provide the yardstick against which performance can be measured. The management systems and hence the level of active monitoring, should concentrate on areas likely to produce the greatest benefit and lead to the greatest control of risk.

Reactive Monitoring

Reactive systems by definition are triggered after an event and include identifying and reporting:

- Injuries and cases of ill health (including monitoring of sickness absence records);

- Other losses such as damage to property;

- Incidents, including those with the potential to cause injury, ill health or loss;

- Hazards;

- Weakness or omission in performance standards.

Each of the above provides opportunities to check performance, learn from mistakes and improve the health and safety management system risk control.

Accidents

All accidents at work must be recorded under both health and safety and social security legislation. Periodically accident records should be examined to establish whether or not there are any trends in, for example, accident type or location. If trends are identified then appropriate measures should be considered to deal with the problem.

Individual accidents will also need to be investigated as they occur. The level of investigation needed will depend on the circumstances and/or severity of the incidence. These investigations are not designed to apportion blame but to make recommendation to prevent reoccurrence. All accident investigations should be recorded.

Events also contribute to the corporate memory. Information gathered from investigations is a useful way to reinforce key health and safety messages. Common features or trends can be identified and can then be discussed with the workforce to ensure that any corrective actions implemented have the most beneficial effect. Investigations may provide valuable information in the event of an insurance claim or legal action.

It is vital that all accidents and incidents are accurately recorded to ensure reactive monitoring is effective. The message that all accidents and incidents must be recorded and that the purpose of this is to improve the safety of the establishment and not to apportion blame should be regularly reinforced with staff.

Review

You should carry out a periodic review of your management system and all the associated elements to ensure it is effective and is being correctly implemented.

Reviews should occur as a result of the findings of your monitoring, where there is a change of circumstances (eg new building, change in crriculum or legislation) or as a result of external audits.

Arrangements for Health and Safety

This is perhaps the most important part of the Health and Safety Policy. In effect it can be described as a list of rules to be followed by staff.

The following list of topics for which arrangements may need to be produced is intended only as a guide and you may need to add to the list, or delete from it as required. Some procedures may be available in the form of "guidance notes" or "policies" produced by the LEA. These should be scrutinised and adapted to suit the particular circumstances of your school.

The "arrangements for" list is as follows:-

Accident/Incident Reporting

- Accident/incident recording and reporting procedures, who will report accidents and record item
- Accident/incident investigation procedures, e.g. who will investigate, how and when.
- How often accident trends will be monitored and reviewed.

Administration of Medicines

Volunteer staff will take the responsibility of administering medicine. *Only* prescribed and in date medicine will be administered. *ALL* medicines must be signed for by a child's parent/guardian.

Animals

Arrangements for the keeping of animals, e.g. supervision ratios, cleaning and feeding arrangement. Care, obviously, must be taken to ensure the suitability of the animals kept for the age and abilities of the pupils, as well as the well-being of the animals in terms of environment, etc. Consideration should be given to care of animals in school holidays.

Asbestos

The school should already have had an asbestos survey and received a register of the areas where asbestos is known to be present and a trained duty holder. The guidance will deal with how exposure to asbestos is to be prevented.

Communication

Arrangements for communication between management and staff regarding health and safety issues, e.g. defect reporting, health and safety bulletins, etc.

Consultation with Staff

Arrangements for consultation with staff, e.g. safety committee, inclusion of health and safety on the agenda of staff meetings, etc, including consultation with union elected health and safety representatives.

Contractors

Arrangements for contractors – Schools have responsibility to ensure that all contactors undertaking work on their site are competent, adequately insured, and are able to carry out their activities in a way which poses no threat of injury to anybody in the vicinity including pupils, staff, visitors or to a lesser extent, trespassers.

Disaster Plans

Disaster plans to deal with explosions, bomb scares, escape of dangerous substances, etc, e.g. evacuation procedures; who will contact the emergency services, who will isolate gas points, how and where, etc.

Display Screen Equipment

Arrangements for the safe use of Display Screen Equipment (DSE). Display Screen Equipment (DSE) is the legal term for visual display equipment such as word processors, personal computers etc.

Using a computer is not generally thought of as being one of the most hazardous activities to engage in. Yet health and safety risks do exist for both adults and children. Computers should not be seen as toys but as items of electrical equipment to be treated with respect.

Environmental

Arrangements for controlling the environment, e.g. temperature, humidity, noise, dust lighting, ventilation, etc. Monitoring of these items may be required to establish deterioration or improvement of conditions over long periods of time.

Fire

Fire procedures, to include:

The fire evacuation procedure (should correspond with blue procedure notices and should state who will contact the emergency services)
Testing of the fire alarm (including the recording of the tests)
Termly fire evacuation drills (including the recording of the results)
Inspection and service of fire fighting equipment, e.g. who does it, how often, who contacts the service engineer to replace used equipment, procedures for identifying used equipment (including the recording of service).

First Aid

First Aid procedures, to include:

Name(s) of First Aider(s)
Name(s) of appointed person(s), if any?
Location of first aid box(es)
Who is responsible for maintaining the contents of the first aid box
A list of the prescribed contents of a first aid box (plasters can be included but should be of the type which uses non-allergic adhesive. Tablets, lotions, etc, should not be included).

Who will contact the emergency services if required?
Procedures for notifying parents, e.g. when and how.

Housekeeping/Storage

Arrangements for safe storage and housekeeping (including the maintenance of access to egress routes).

Inspection of the Premises

Arrangements for carrying out formal inspections of the premises, once again, in terms of who; how; (in a large school it may be more practical to inspect departments separately rather than try to inspect the whole school in one go), and how often. Existing LEA guidelines suggest these inspections should be carried out at least 3 times a year but, depending on the risks involved in certain areas, it may be appropriate to inspect more often, particularly in the early stages of introducing the health and safety culture. Details of how any health and safety problems identified will be dealt with should be included.

Lone Working

People who work alone face the same hazards in their daily work as other workers. However, for lone workers the degree of risk of harm is often greater than for other workers. It is therefore essential that the risk of lone working is taken into account when risk assessments are carried out. If the risk assessment shows that it is not possible for the work to be done safely by a lone worker, then other arrangements must be put in place.

Lone workers can face hazards such as accidents or emergencies arising out of the work and lack of first aid equipment; fire; inadequate provision of rest, hygiene, and welfare facilities; and violence from members of the public.

Manual Handling

The Manual Handling Regulations establish a clear hierarchy of measures for dealing with risk from manual handling, these are:

- Avoid hazardous manual handling operations so far as is reasonably practicable;
- Assess any hazardous manual handling operations that cannot be avoided; and
- Reduce the risk of injury so far as is reasonably practicable.

Each school should make arrangements so far as is reasonably practicable, to avoid hazardous manual handling tasks or assess those manual handling tasks that cannot be avoided, so to reduce the risk of injury to their staff to the lowest level reasonably practicable.

Mechanical/Electrical

Procedures for the introduction of new, second-hand and donated machinery and equipment
Arrangements for the inspection and maintenance of machinery and equipment, who by, how often and how recorded.

Monitoring Auditing

Arrangements for monitoring and auditing the policy; again based on who, how, when. Monitoring the policy and its implementation will indicate whether the arrangements made are effective and whether the standards of safety performance, which have been set, are actually being achieved. The frequency of monitoring will depend on the size and complexity of the school as well as the issues identified. In large areas some areas or departments may require more frequent monitoring of their sections of the policy than others.

Audits should take place to ensure the continuous monitoring process is adhered to. The frequency of these audits will depend on the situation within each school.

Records of the testing and inspection of equipment and maintenance work carried out should be maintained as part of your health and safety management system documentation, but do not need to be included in the health and safety policy itself.

The following list is a guide to the equipment and practices for which records should be kept but you may wish to add to it or delete from it as appropriate.

- Fire-Fighting Equipment
- Electrical Equipment and Machinery
- Fire Alarms
- Ladders and Stepladders
- Evacuation and Practice Drills
- Personal Protection Equipment (PPE)
- PE Equipment
- Local Exhaust Ventilation (LEV)
- Lifting Apparatus
- Mechanical Machinery
- Lifts
- Fume Cupboards
- Pressure Systems
- Fixed Electrical Systems

The following Health and Safety Management Plan Monitoring Schedule, provides a structure example already used by Derbyshire Schools.

Health and Safety Plan Monitoring Schedule   *(delete and amend as appropriate)*

Annual Checks

Item	Check By	Comments
Risk Assessments		
Policy and Management Plan		
COSHH		
Review of Procedures		
Risk Assessments		
Manual Handling of Risk Assessments		
Accident Reports		
Technology Room		
Cleaning Staff Procedures		
Record Fire Appliance Test		
Record PE Equipment Check		
Check Completion of PAT Testing		
Whole Staff Training- Refreshers		
Non Accidental Injury Reports		

Weekly Checks

Item	Check By	Comments
Playground, Walls, Fences, Gates and Seats		
Fire Alarm Tests		

Daily Checks (by observation, discussion etc)

Item	Check By	Comments
Physical Intervention		
PE Safety		
Lettings (Safety)		
Driver minibus checks		
Communication of Health and Safety concerns to all staff		

Termly Checks

Item	Check By	Comments
Health and Safety Report by Headteacher at Governors' meetings		
Premises Inspection		
Fire Log		
Accident Reports		
Fire Evacuation		
Visual Check of Electrical Equipment		
Premises Security		

One off Activities

Arrangements for identifying and controlling the risk involved with "one off" activities, eg outward bound activities, etc.

Out of School Activities

Procedures for all types of out of school activities, eg adult to pupil ratios, type of transport, etc.

Personal Protective Equipment

Procedures for identifying and selecting Personal Protective Equipment, including storage, replacement and maintenance provision as well as training in the use of the equipment.

Premises

Arrangements for the use of premises outside normal working hours, eg entertainment licence, what information should be passed to groups who use the premises, etc.
Classrooms/offices.
Plant/Boiler Room.

Playground Safety
Arrangements for playground supervision and equipment/surfaces inspections.

Risk Assessments

Arrangements for carrying out risk assessments under current health and safety legislation, e.g. general assessments, COSHH assessments, annual handling assessments, PPE assessments, DSE assessments, etc.

Road Safety

Arrangements for the safe flow of traffic throughout the school site, including people and vehicles, etc.
Security

Security arrangements in order to prevent, where possible, unauthorised access to the premises, e.g. location of visitors' book, access points which may be closed to the public at certain times of the day, etc.

Stress Management

Arrangements for identifying and managing stress, School Governors, Headteachers, senior teachers and school managers need to be aware of the effects stress can have on the school. It leads to impaired performance of individuals, increased sick absence, early retirement and higher turnover of staff.

The real extend of stress-related problems has been hidden because very few people are prepared to admit they are suffering from stress or to seek help for it. Few people who have not experienced the depression, anxiety and despair which often accompanies stress, fully appreciate the effect it can have on people's lives.

Training

Arrangements for identifying the training needs of staff and for ensuring adequate training provision, including the induction training for new recruits, both long term and short term. They system for recording any training and information given should also be included.

Violence at Work

Schools must ensure that a policy is in place, which clearly sets out the responsibilities, duties of staff, and procedures for preventing and dealing with violence within their areas of responsibility. School managers need to be aware that staff fears of violence can create a situation where their own uncertainty may make violence more likely and can result in unacceptable levels of stress.

Welfare Facilities

Arrangements for the provision and maintenance of welfare facilities, eg toilets, washing facilities, provision of drinking water, facilities for staff to make a hot drink and heating foods as well as eat lunch, provision for hanging wet clothing, etc

Waste Management

Arrangements for managing waste and associated secure points.

Wildlife Areas

Arrangements for managing and using school wildlife areas and gardens, eg staff-pupil ratios, provision of adequate fencing, selection of plants, etc.

It must be remembered that certain animals may attract vermin such as rats, particularly if a good standard of care is not maintained. Arrangements for dealing with this type of situation will need to be considered.

Work Related Learning

Work related learning describes a broad range of activities for pupils and students of all ages. It is aimed at learning about work, through direct experience, and as preparation for work. It involves using the context of the world of work to develop the knowledge, skills and understanding that will be useful in work.

Schools should have written policies clarifying:

- Objectives and responsibilities.
- Health and safety arrangements (including arrangements when hosting a placement).
- Use of only approved placements.
- Briefing/debriefing students before/after placements.

Working at Heights

Be safe; always use the right equipment when working at height. Every year 4,000 people suffer a major injury, sometimes fatal, as a result of a fall from height in the workplace. In the last 6 years there have been 5 deaths and over 3,000 injuries in the education sector.

Member of Staff Responsible:
Headteacher Rachael Peacock
School Business Manager Mandy Goodall
Caretaker Paul Hawkins
H&S Governor Amy Harvey

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