

Health and Safety Policy

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CONTENTS

	Section	Page
1	Introduction (including aims and approach)	3
2	Roles and responsibilities	4
3	Arrangements for engaging with staff	7
4	Health and Safety training and competence	7
5	Reporting of Accidents/Incidents/Near Misses	8
6	First Aid	10
7	Fire Safety	11
8	Electrical Safety	16
9	Gas Safety	17
10	Control of Substances Hazardous to Health (COSHH)	18
11	Legionella control	19
12	Display Screen Equipment	20
13	Lone Working	20
14	Working at height	21
15	Manual handling	21
16	Pedestrian safety and traffic management	21
17	Off site visits	22
18	Lettings	22
19	Smoking	22
20	Infection prevention and control	22
21	Pregnant employees	23
22	Occupational stress	24
23	Reducing the risk of violence and abuse against staff	24
24	Building safety management and managing contractors	25
	Appendices: Example forms	
A	Personal Emergency Evacuation Plan (PEEP)	27
B	Fire evacuation de-brief form	28
C	Buildings Safety Management record form (including fire safety checks)	29
D	Contractor Pre-contract check	30
E	Contractor Checklist	31
F	Permit to Work	32

1. Introduction

In accordance with the Health and Safety at Work etc Act 1974, there is a duty on all employers "to ensure, so far as is reasonably practicable, the health, safety and welfare at work" of all their employees.

The underlying aim of good health and safety management is to make sure that people's safety is not put at risk and that their health is not damaged. Attention to health and safety is not just about obeying the law and being socially responsible. It also makes good business sense and has positive benefits to the organisation, such as reducing staff absence and improving efficiency.

In addition to employees, our trust needs to consider pupils, visitors and contractors.

1.1 Who this policy is for

This policy is for all staff within the Quality First Education (Q1E) trust. It is to be adopted by all schools. Each school in the trust will adopt the Q1E health and safety policy, and if/where necessary, establish its own individual policies in addition where trust-wide policies do not cover the school requirements.

1.2. Frequency and method of review

This health and safety policy will be reviewed annually or more frequently where there have been significant changes to the Q1E trust. The Q1E trustees will ensure that there are arrangements in place for the effective review and development of this policy. Schools may make review proposals via their local governing body (LGB).

1.3 The Quality First Education trust's approach to health and safety management

Q1E is committed to:

- Complying with all legislation
- Taking effective action '*so far as is reasonably practical*' to ensure the health, safety and welfare of all staff, pupils, visitors, contractors and any other person affected by its activities (including staff working at home, where this has been agreed)
- Allocating appropriate levels of resources to ensuring health and safety
- Encouraging and supporting a positive health and safety culture
- Adequately monitoring and reviewing the implementation of this policy
- Constantly improving health and safety standards and performance
- Taking into account the views/priorities of staff
- Integrating health and safety into management and decision-making processes
- Developing, approving, maintaining and monitoring the implementation of clear policies that are based on the identification and control of risks.

2. Roles and responsibilities

2.1 Role and responsibilities of the Trust Board

The Q1E trust has overall responsibility for health, safety and welfare of all staff and pupils in our schools. The trust board is accountable for ensuring the trust and its schools comply with the law (including ALL relevant H&S legislation) and the trust's governing documents. Many duties relating to health and safety will be delegated to LGBs or school staff, but accountability remains with the board. The trust board will:

- Designate a trustee with oversight of health and safety
- Ensure health and safety is an agenda item for the board at least termly
- Authorise this trust-wide policy and monitor its implementation in schools
- Monitor any school-specific policies and local health and safety arrangements that may be in place, in addition to this trust-wide policy
- Be responsible for provision of sufficient resources to maintain health and safety standards – including, where appropriate, the authorisation of priority attention to health and safety issues.
- Ensure that accidents and 'near-misses' are fully investigated across the trust and appropriate action taken to reduce the likelihood of their occurrence.

2.2 Role and responsibilities of the Executive Headteacher

The Executive Headteacher will

- Ensure that one full health and safety audit is completed of each site annually.
- Be responsible, as the Chief Accounting Officer, for the provision of sufficient financial resources to maintain compliance to all health and safety legislation.

2.3 Role and responsibilities of the Local Governing Body (LGB)

Each Q1E school has an LGB. LGBs are not the employers of staff, but play an important role in ensuring strategic direction and will work in close partnership with the head and senior management team to support and promote good health and safety management. The LGB will:

- Designate a 'link' local governor for health and safety.
- Discuss health and safety as a standing item on meeting agendas.
- Report to the Q1E trust board regarding any health and safety matters which require escalation or need to be brought to the trust's attention.
- Promote co-operation between management and employees on matters of health, safety and welfare at work, as part of ensuring a positive health and safety culture.
- Study school-level accident and absence statistics (including absence levels due to stress) in order that unsafe conditions, acts and practices can be identified and consideration given to the formulation of policies and guidance to eliminate the hazard and/or reduce the risk.
- Assist in the development of safety guidance and safe systems of work.
- Monitor the effective implementation of this Q1E policy, and develop additional local policies and arrangements that will safeguard the health and safety of everyone on site.
- Monitor the effectiveness of the safety content of employee training.
- Monitor any action taken following trade union and management site inspections.
- Ensure suitable and sufficient risk assessments of buildings and work activities are undertaken and a written record of the assessments are kept and appropriate control measures required are implemented '*so far as is practicable*'.
- Ensure regular safety inspections are undertaken, and ensure inspection reports are considered and acted upon.
- Ensure sufficient funding is allocated for health and safety e.g., in respect of training, protective equipment, any remedial work/service and maintenance of building.
- Ensure that effective consultation takes place with staff on health and safety matters
- Where necessary, seek specialist advice to determine the risks to health and safety in the establishment and the precautions required to deal with them.

2.4 Role and responsibilities of the headteacher

Although overall accountability for health and safety lies with Q1E trust, the headteachers are responsible for the day-to-day health and safety of staff and pupils in individual schools (though they will delegate some functions, in particular to business managers and premises managers). The headteacher in each Q1E school (or their delegated person) will:

- Ensure local policies and arrangements are agreed and reviewed annually, in addition to the trust-wide policy, to safeguard the health and safety of everyone on site.
- Report any Accidents/Incidents/Near Misses as required under The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR)
- Complete accident/incident/near miss investigations where appropriate, and implement actions required to eliminate/reduce the risks to health and safety.
- Ensure suitable and sufficient risk assessments of work activities are undertaken, a written record of each assessment is kept, and assessments are reviewed annually or upon change of circumstances.
- Ensure there is a joint agreed record of what has been agreed with contractors, of
 - who will be responsible for the work, on the part of the school
 - who is in charge of supervising the work on behalf of the contractor
 - arrangements for stopping the work, if there are serious health and safety concerns
- For high-risk activities, ensure safe systems of work are identified via a risk assessment.
- Ensure adequate and appropriate first-aid provision.
- Ensure information and advice on health and safety is acted upon and circulated to staff, local governors and trustees as necessary.
- Ensure regular inspections are carried out with reports submitted to the local governing body and Q1E trust central team.
- Ensure there is co-operation with Q1E trust in meeting its legal requirements in respect of monitoring of health and safety practices and procedures.
- Ensure staff are competent to undertake the tasks required of them and have been provided with appropriate training by competent persons.
- Ensure staff are provided with equipment and other resources to enable their work to be undertaken safely.
- Ensure those with delegated responsibilities are competent; their responsibilities are clearly defined, they have received appropriate training and are provided with equipment or other resources in order to ensure they can fulfil such duties.
- Ensure co-operation with and provision of facilities for trade union health & safety representatives.
- Ensure any delegation of tasks (e.g. to premises staff) is appropriate.
- Ensure that the school has appropriate systems for the effective communication of health and safety matters throughout the school;
- Provide the necessary information, instruction and training to all working on site (employees, temporary staff and volunteers), to ensure their competence with respect to health and safety;
- Devote the time and resources (finance, equipment, personnel) to ensure good health and safety, seeking expert help where the necessary skills are not available within the trust;
- Liaise and work with all necessary persons to ensure health and safety and will ensure that adequate arrangements are in place for ensuring the health and safety of visitors;
- Ensure that health and safety implications are considered prior to the purchase or design of new work equipment.

2.5 Role and responsibilities of all Senior Managers

The Q1E trust recognises that safety is the responsibility of everyone within the organisation. Managers will have specific duties and responsibilities to comply with this policy. The trust will ensure that health and safety management is an integral part of the manager's function and will monitor

their performance. Deputy/assistant headteachers and school business managers may be required to undertake any of the headteacher's duties which have been reasonably delegated to them which may include responsibility for health and safety management.

2.6 Role and responsibilities of the premises manager

The premises manager may be known by another title (e.g. site manager, premises officer, caretaker). Premises manager will be the title used for the purposes of this policy. He or she will ensure that:

- Safe means of access and egress are maintained.
- The premises are kept clean and that adequate welfare facilities are provided.
- Safe working arrangements are in place when contractors are working on the premises.
- Adequate security arrangements are maintained.
- Adequate fire safety arrangements are implemented.
- Regular testing and maintenance of electrical equipment takes place.
- Adequate systems are in place for the management of asbestos (where relevant)
- Adequate systems are in place for the control of legionella.
- All premises-related accidents/incidents/near misses are recorded and investigated.
- Regular inspections of the premises takes place, with records kept.
- A copy of the Health and Safety Law poster is displayed in an easily accessible location.

2.6 Role and responsibilities of all employees

Implementation of the policy is a management responsibility but the co-operation of all employees is essential. All staff will act responsibly to ensure that:

- They are familiar with, and comply with, the health and safety policy, procedures and guidance, and co-operate with management in achieving the standards required.
- They take reasonable care for their health and safety at work and that of other persons who might be affected by their acts or omissions both at work and during off-site activities.
- They report immediately to their line manager any serious or immediate danger of which they become aware, and any defects in equipment, machinery or the workplace generally.
- There is no misuse of anything that has been provided for health and safety purposes.
- They use the correct equipment for the job and any necessary protective equipment.

2.7 Expectations of pupils

All pupils are encouraged to follow safe practices and observe safety rules. It should be an expectation that children will:

- Follow instructions from staff in case of emergency or where any health and safety risks arise
- Not intentionally interfere with safety equipment, e.g., fire extinguishers and fire alarms.
- Inform a member of staff of anything which may affect their safety or that of another pupil.

2.8 Contractors

- Contractors will agree health and safety practices with the headteacher (or a person designated by the headteacher) before starting work.
- Before work begins, the contractor will provide evidence that they have completed an adequate risk assessment of all their planned work.
- The risk assessment should **identify the risks** i.e. point out what could cause harm to people, or damage to building, plant and equipment, during the works to be carried out. For example:
 - hazards associated with equipment the contractor(s) will be using, including vehicles, tools, and noise;
 - any harmful substances used;
 - any risks relating to access and egress to the site.

3. Arrangements for engaging with staff

The trust recognises that when employees are proactively engaged in health and safety, workplaces have lower accident rates.

3.1 Trade Unions - Health and Safety Representatives

- Under the Safety Representatives and Safety Committees Regulations 1977, a recognised independent trade union has the right to appoint safety representatives. Recognised trade unions will inform the school in writing when a health and safety representative has been appointed and, where this is the case, the school will consult with that representative on health and safety matters. Trade union health and safety representatives are entitled to raise any issue of health and safety as it affects employees.

3.2 Staff representation on local governing bodies

- There will be at least one member of staff on each school's LGB, preferably two, in addition to the headteacher. One of the expectations of the LGB is that it will promote co-operation between management and employees on matters of health, safety and welfare at work. The LGB will report to the trust board concerning health and safety issues.

4. Health and Safety training and competence

The Health & Safety at Work etc Act 1974 places a duty on employers to provide information, instruction, training and supervision. Employees are required to cooperate in undertaking their legal duties.

4.1 Definition of competence

- The HSE describes competence as 'the combination of training, skills, experience and knowledge that a person has and their ability to apply them to perform a task safely'. Other factors, such as attitude and physical ability, can also affect someone's competence.
- The schools in the Q1E trust will appoint competent people to assist them in meeting their health and safety duties.
- Someone's level of competence only needs to be proportionate to their job and place of work. You would not need for example the same health and safety competence to work in an office as you would on a construction site.
- Where members of staff do not have the necessary training to complete a task e.g., carrying out risk assessments, then appropriate training will be provided. Or it may be that manual handling training, or DSE training is required in order for someone to complete so far as is reasonable' to undertake their tasks in a safe manner.

4.2 Health and Safety inductions for staff

All new employees will complete a Health and Safety induction, provided by their relevant line manager at the beginning of their employment (unless there are extenuating circumstances).

Inductions must include:

- Where to find the Health and Safety Law Poster, health and safety policies and information
- Any Health and Safety responsibilities outlined in their job description
- Who they can talk to about any health and safety concerns or issues they may have
- First Aid provision – where the first aid boxes are, who the First Aiders are
- Accident/Incident/Near Miss reporting – reporting procedures, where to find the forms
- Fire and Emergency Procedures - what to do in an emergency, what the fire alarm sounds like, a walk around the fire escape routes, where the final fire exit doors and assembly points are
- Welfare facilities - eating, drinking and rest arrangements, and toilet facilities

- Personal Protective Equipment (PPE) – any PPE that is relevant to the job, how it should be stored and who is responsible for ordering PPE supplies.

4.3 Health and Safety training

- Mandatory training must be completed by all premises managers/officers, covering: fire awareness; COSHH awareness; Asbestos Awareness & Management; manual handling; work at height; slips, trips and falls; general health and safety at work.
- Health & Safety overview training must also be completed by all school business managers and local governors/trustees with a designated Health and Safety role.
- Specific job training must also be completed dependent on job role. The line manager will identify the training required e.g., risk management, risk assessment training.
- Certificates will be awarded to all employees who have completed training. Records of these should be kept by both the employee and the school business managers.

5. Recording and reporting of Accidents/Incidents/Near Misses

5.1 Definition of Accidents/Incidents/Near Misses (A/I/Ns)

For the purposes of this policy:

- **Accident** - any unplanned event that results in personnel injury or damage to property, plant or equipment.
- **Incident** - an unexpected and usually unpleasant event that has happened; this may include acts of aggression/verbal abuse.
- **Near miss** - an unplanned event that did not result in injury, illness, or damage, but had the potential to do so. Other familiar terms for these events are a "close call," a "narrow escape," or in the case of moving objects, "near collision" or a "near hit."

5.2 Recording A/I/Ns

- **All** accidents and injuries should be recorded on a report form, and entered into an accident book. This should be completed by the member of staff or first aider who deals with it.
- The record form must be accessible to all staff members.
- The accident book should be reviewed regularly to identify any potential or actual hazards.
- Completed forms and accident books must be kept securely in accordance with data protection protocols.
- All records of accidents should be kept for 3 years (this is the period of time in which a claim can be put to the trust)
- Records relating to exposure to asbestos or hazardous chemicals should be kept for 40 years.
- Staff should be aware that the school may be required to share the information on the form with the Health and Safety Executive to meet the trust's legal responsibilities.

5.3 Reporting to the Health and Safety Executive

RIDDOR (the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013) puts duties on employers to report certain serious workplace accidents, occupational diseases and specified dangerous occurrences (near misses).

The headteacher will ensure that the school keeps a record of any accident which results in a reportable injury, disease, or dangerous occurrence as defined in the RIDDOR 2013 legislation (regulations 4, 5, 6 and 7).

The headteacher will report these to the Health and Safety Executive as soon as is reasonably practicable and in any event **within 10 days of the incident**.

Reportable injuries, diseases or dangerous occurrences include:

- Death
- Specified injuries. These are:

- Fractures, other than to fingers, thumbs and toes
- Amputations
- Any injury likely to lead to permanent loss of sight or reduction in sight
- Any crush injury to the head or torso causing damage to the brain or internal organs
- Serious burns (including scalding)
- Any scalping requiring hospital treatment
- Any loss of consciousness caused by head injury or asphyxia
- Any other injury arising from working in an enclosed space which leads to hypothermia or heat-induced illness, or requires resuscitation or admittance to hospital for more than 24 hours
- Injuries where an employee is away from work or unable to perform their normal work duties for more than 7 consecutive days
- Where an accident leads to someone being taken to hospital
- Where something happens that does not result in an injury, but could have done
- Near-miss events that do not result in an injury, but could have done. Examples of near-miss events relevant to schools include, but are not limited to:
 - The collapse or failure of load-bearing parts of lifts and lifting equipment
 - The accidental release of a biological agent likely to cause severe human illness
 - The accidental release or escape of any substance that may cause a serious injury or damage to health
 - An electrical short circuit or overload causing a fire or explosion

Information on how to make a RIDDOR report is available at: <http://www.hse.gov.uk/riddor/report.htm>

5.4 Specific reporting requirements in the Early Years Foundation Stage

- **Notifying parents:** The school will inform parents of any accident or injury sustained by a pupil in the Early Years Foundation Stage, and any first aid treatment given, on the same day, or as soon as reasonably practicable.
- **Notifying child protection agencies:** The headteacher will notify the local safeguarding partnership of any serious accident or injury to, or the death of, a pupil in the Early Years Foundation Stage while in the school's care.
- **Reporting to Ofsted:** The headteacher will notify Ofsted of any serious accident, illness or injury to, or death of, a pupil in the Early Years Foundation Stage while in the school's care. This will happen as soon as is reasonably practicable, and no later than 14 days after the incident.

6. First Aid

We are required to provide 'adequate and appropriate' provision to ensure employees receive immediate attention if they are injured or taken ill at work. First aid provision is also made for children in our schools.

6.1 Assessment of first-aid needs

All schools should undertake an assessment of first-aid needs once a year. The needs assessment involves consideration of workplace hazards and risks, the size of the school and other relevant factors to determine what equipment, facilities and personnel should be provided – including for example the number of first aiders, level of training, number and location of first aid kits. Points to consider include:

- The physical size of the school, and the number of people at any one time that occupy the building(s), including staff, pupils, visitors, volunteers and contractors
- The type of accidents identified in the past, and any hazards, such as chemicals or machinery
- Whether any members of staff work remotely or alone
- Whether there is enough provision of first-aiders to cover if some are absent.

6.2 The minimum first-aid provision on any school site is:

- Suitably stocked, clearly identifiable and accessible first-aid kit(s) (number of kits determined by the assessment of first-aid needs)
- Appropriate numbers of trained First Aiders (determined by the assessment of first aid needs)
- Names of first aiders to be displayed clearly
- Provision of first-aid to be available at all times to people on site.

6.3 What should be put in the first-aid box?

There is no mandatory list of items to put in the first-aid box. It depends on what needs have been assessed. As a guide, a minimum stock of first-aid items should be:

- A leaflet giving general guidance on first aid (e.g. HSE's Basic advice on first aid at work)
- Sterile eye pads
- Safety pins
- Individually wrapped sterile plasters
- Individually wrapped sterile triangular bandages
- Medium and large individually wrapped, sterile, unmediated wound dressings
- Disposable gloves

Note: Tablets and medicines should **not** be kept in the first-aid box.

6.4 First aiders – number, training and qualifications

- A first aider is someone who has completed training appropriate to the level identified in the assessment of first aid. Schools should display (or make available to parents) staff certificates or a list of staff who have a current certificate, including paediatric first aid (PFA) certificates.
- In Early Years classes/settings: at least one person with a current PFA certificate must be on the premises and available at all times when children are present, and must accompany children on outings (as per the DfE's statutory framework for the EYFS).
- Aside from the Early Years requirements, the number of first aiders will depend on the school's assessment of first-aid needs. Schools should take into account the number of children, staff and layout of premises to ensure that a first aider is able to respond to emergencies quickly.
- First aiders are required to attend an appropriate first aid course with a competent training provider (e.g. those offering nationally recognised, regulated qualifications) and undertake appropriate refresher training. Courses include First aid at work (FAW), Paediatric first aid training and Emergency first aid at work (EFAW). When selecting a training provider you should check the qualifications expected of trainers and assessors; monitoring and quality assurance systems; teaching and standards of first-aid practice; syllabus content and certification.

7. Fire Safety

7.1 What to do in the event of a fire

a) Any person discovering a fire must

- Sound the alarm by pressing one of the emergency fire alarms.
- Call the Fire & Rescue Service (telephone 999)

b) On sounding/hearing the fire alarm: evacuation procedure

- In all cases, unless otherwise informed, treat the alarm as a real event and respond accordingly in a calm manner.
- All staff, children and anyone else on site should make their way immediately to the nearest exit, not stopping to collect belongings.
- Leave the building by the most direct route, closing all doors behind you.
- Staff have the responsibility for the safe evacuation of any children in their charge. They should ensure that their children line up quickly and safely and walk out of the building quietly, evacuating by the nearest safe emergency exit route.
- For staff, children or regular visitors with disabilities, the relevant Personal Emergency Evacuation Plan (PEEP) must be followed (see section 7.3a)
- Do not use any lifts (unless the lift is clearly identified as an emergency evacuation lift for disabled people only).
- Do not take risks
- Attack the fire using fire extinguishers or other firefighting equipment only if your escape route is blocked by the fire.
- Report to the assembly point for the building
- The fire marshals must check that everyone gets out safely.
- Once at the assembly point, await roll call and further instruction.

c) Roll call at the assembly point

- Once outside and at the Fire Assembly Point, staff members should take a register to check that all children and staff members are accounted for.
- Senior staff for any contracted services (e.g. catering staff) must take a register for their staff.

d) Following the roll call

- If there is anyone missing (staff, child or visitor) this must be reported immediately to the Fire Service, including: name of missing person; place and time last seen and by whom; any other relevant information e.g., medical conditions or behavioural issues.
- Staff must await further instructions from the Fire and Rescue Service. Children must continue to be supervised by the staff members in charge of the class.
- **Under no circumstances is anyone to re-enter the building unless the Emergency Services give the all clear.**

7.2 Fire Safety roles and responsibilities

a) The Responsible Person

The Regulatory Reform (Fire Safety) Order 2005 places a duty on the 'Responsible Person' to ensure that its fire safety management and in particular, fire equipment, fire notices and fire drills are in place and up-to-date. The 'Responsible Person' is the headteacher within the school and he/she is responsible for ensuring that appropriate arrangements are in place to ensure the safety of the premises and occupants. His/her duties include:

- Taking measures in relation to the means of escape from the premises
- Taking measures to ensure the means of escape can be safely and effectively used
- Taking measures in relation to the means for detecting fire on the premises and giving warning
- Taking measures in relation to the instruction and training of employees
- Taking measures to reduce the risk of fire and the spread of fire on the premises
- Taking measures to mitigate the effects of the fire

More detail on what is required is set out in section 7.3 (fire safety measures).

b) Fire Marshals

Staff expected to undertake the role of Fire Marshals (often called fire wardens) will require special training. **The school must record any training undertaken.** Fire Marshals may be required to:

- Perform a supervisory/managing role in any fire situation
- Assist those on the premises to leave.
- Check the premises to ensure everyone has left.
- Use firefighting equipment if safe to do so.
- Liaise with the fire and rescue service on arrival.
- Shut down vital or dangerous equipment.

A chief fire marshal should be appointed to supervise fire drills and check everyone gets out safely.

c) Competent Fire Risk Assessor

A competent Fire Risk Assessor must be appointed to carry out Fire Risk Assessments. As a minimum, a competent Fire Risk Assessor is someone who, as a minimum:

- Is a member of the Institution of Fire engineers;
- Holds the NEBOSH National Certificate in Fire Safety and Risk Management, or equivalent;
- Has demonstrable experience in completing school/college Fire Risk Assessments;
- Has a current DBS check.

d) Staff

- All staff must take reasonable care for their own health and safety at work and that of other persons who might be affected by their acts or omissions.
- All staff must follow evacuation procedures.
- All staff are required to participate in fire drills.
- Staff have the responsibility for the safe evacuation of any children in their charge.
- Staff are expected to be proactive in ensuring they are aware of emergency procedures including:
 - Location and content of Fire Action notices
 - Locations of fire alarms including temporary fire alarms
 - How to activate the fire alarm as a means of raising the alarm.
 - Locations of fire extinguishers
 - Evacuation procedures
 - Locations of emergency exit routes/final exit fire doors
 - Locations of fire assembly points

7.3 Fire safety measures

A simple fire safety checklist is included as [Appendix A](#). More detailed measures are included below.

a) Taking measures in relation to the means of escape from the premises:

- Fire action notices must be displayed throughout the building with clear evacuation instructions
- Personal Emergency Evacuation Plans (PEEPs) must be completed for any pupil, staff member or frequent visitor who may experience difficulties in evacuating the building by the designated escape route, for example where there is a difference in floor level with stairs or ramps. (Refer to appendix B: PEEP for an example). For a staff member, the PEEP should be completed by his/her line manager, in consultation with the individual. For a pupil, the PEEP should be completed by his/her class teacher, in consultation with the pupil's parents/ carers and/or other relevant people. The PEEP will clearly state what actions are required in those particular circumstances. Personal needs will often be modest and may require only changes or modifications to existing procedures. A copy of the PEEP should be provided to the chief fire marshal and shared with fire wardens.
- Assembly point(s) must be clearly marked and easily identified by anyone who may be on the premises. This must be a designated area(s) outside the school building, far enough away from the building(s) to give protection from the heat and smoke given off by a fire. It should be in a position that does not put anyone at risk by emergency vehicles responding to the incident.

b) Taking measures for securing that, at all material times, the means of escape can be safely and effectively used:

- Fire exit routes must be kept clear of obstructions at all time
- Final fire exit doors must be kept clear of obstructions leading to a place of safety on the external parts of the building.

c) Taking measures in relation to the means for detecting fire on the premises and giving warning:

- Appropriate fire/smoke detection must be installed in relevant locations.
- Viewing panels must be present and kept clear in doors; and in walls when there are rooms within rooms.

d) Taking measures in relation to the instruction and training of employees:

- Fire policy and procedures must be disseminated to all staff
- Fire awareness training must be provided to all staff
- Fire action notices must be displayed throughout the building, in appropriate locations next to fire call points. These must include clear instructions on what to do when raising the alarm, and information regarding the nearest fire exit and assembly point(s).
- Fire Marshals must be identified and trained to carry out their duties safely and effectively, including training in the use of fire extinguishers (to aid escape only).

e) Taking measures to reduce the risk of fire, the spread of fire and the effects of fire on the premises:

- Fire Risk Assessments: A suitable and sufficient Fire Risk Assessment must be completed by a competent Fire Risk Assessor and reviewed **at least every 12 months**, or sooner if there have been significant changes (e.g. the layout of the building has changed; or there are contractors working on site that may pose a hazard). A fire risk assessment is an organised and methodical look at the premises, the activities that are carried on there, and the likelihood that a fire could start and cause harm to those in and around the premises. The fire risk assessment should demonstrate that, as far as is reasonable, the needs of relevant persons including the disabled have been identified.
- Occupancy: Do not exceed the maximum occupancy for the school site(s)
- Training: Ensure staff are trained as appropriate (see 7.2).

- Compliance: Comply with all electrical and gas regulations.
- General building safety: Ensure regular building safety inspections are carried out.
- Good housekeeping: Waste bins should be emptied regularly and wherever possible skips, bins or contractors materials should not be stored near the school property. Combustible and flammable materials should be kept to a minimum and always away from sources of ignition. External bin stores should be secured to prevent unauthorised access.
- Hazardous materials: Ensure any hazardous materials are stored and used safely.
- Displays: Displays must not obstruct escape routes or obscure fire notices, escape signs, fire alarms, call points or firefighting equipment.
- Corridors: Corridors should be kept as clear as possible and not be used to store resources.
- Means of raising the alarm: Call points must be located throughout the building(s).
- Appropriate firefighting equipment must be provided, located in appropriate positions.
- Fire doors to be kept closed at all times (unless they are fitted with an appropriate device which enables the door to be closed automatically in the event of a fire).
- Fire Safety Management (FSM) checks must be made on all school sites, to ensure that practical measures have been taken to reduce the risk of fire. These tasks are delegated by the 'Responsible Person' (the headteacher) to the premises manager. The following checks must be made and records kept:
 - Daily: fire escape routes, doors, fire-fighting equipment are clear and easily accessible
 - Weekly: test the fire alarm system
 - Termly:
 - carry out fire drill (see 7.4 below)
 - test emergency lighting (including test keys and switches);
 - check fire exit and fire door signs are clear and in the right place;
 - check fire doors (frames, hinges, glazing, handles and door seals are in good condition; hinge screws are tight; fire escape doors open easily; any self-closer mechanisms close completely; doors fit well with no gapping)
 - check flooring on all parts of escapes routes is in good condition.
 - At least annually:
 - servicing of fire equipment
 - servicing of emergency lighting
 - servicing of fire alarm systems
 - check fireproofing materials

7.4 Fire drills

a) Why carry out fire drills?

Fire drills are intended to ensure, by means of training that:

- People who may be in danger act in a calm and orderly manner
- Those with responsibilities carry out their tasks to ensure the safety of all concerned.
- Escape routes are used in accordance with a predetermined and practiced plan.
- Evacuation of the building is achieved in a speedy and orderly manner
- People will react rationally when confronted with a fire or other emergency at school.

b) Frequency

Each school in the trust should carry out fire drills at the beginning of each term.

c) Preparing for a fire drill

- When planning a fire drill, decide on something specific that will be monitored. This could be a specific aspect of the escape plan that has been highlighted as needing improvement, or a more general goal, such as reducing the amount of time it takes for everyone to exit the building.
- Amongst the staff, a team of fire marshals with a chief fire marshal should be appointed to supervise fire drills and check that everyone gets out safely.
- In buildings with more than one exit route, the main exits may be blocked off to encourage staff to use alternative escape routes as in a real fire; parts of the building could be impassable due to fire or smoke.
- **Warn staff:** You may wish to warn staff. The advantage of informing all staff of fire drills beforehand is that firstly they will not panic, which avoids potential injuries that could be caused in a rush to exit a building. Secondly if the alarm sounds without a prior warning, there will be no ambiguity as to if it is a drill or not and people will behave appropriately.
- **Inform the fire service:** If the school has a system that automatically informs the fire service when the alarm is triggered, take appropriate measures to stop this from causing the Fire Service a wasted journey. Take any systems off line before the fire drill but be sure to get them back up and running as soon as the drill has finished.

e) During the fire drill

- Observers should be placed at points around the building in areas such as stairwells to look for good and bad practices.
- Set a stopwatch to record how long the full evacuation takes
- The chief fire marshal should note how well and how quickly the evacuation, assembly and roll call procedures are carried out (refer to [Appendix C](#): Fire Evacuation Debrief form for an example form to support this).
- Any room for improvement should be noted

f) After the fire drill

- After the drill, a debriefing meeting should take place to review how the drill went.

8. Electrical Safety

The Health and Safety at Work etc Act 1974 impose general duties on employers. The Electricity at Work Regulations 1989 also set out specific requirements on electrical safety.

8.1 Competence to undertake testing, maintenance or repair of electrical installations

Day to day testing of electrical equipment may be done by a delegated member of staff (e.g. premises manager) with the necessary training and equipment. Only people with the necessary professional training and skills should carry out more complex work on testing and maintenance. Certification of training is required. Staff will not work on live electricity unless they have had the appropriate training and have the skills and experience required to do so safely and competently.

8.2 Risk assessment and reduction

Suitable and sufficient risk assessments are required to identify significant risks to health and safety and measures to be taken to remove/reduce risks. Schools will not accept gifts or second-hand electrical appliances, and staff will not bring in their own appliances from home, unless a competent person has undertaken PAT (see 8.4). A safe system of work should be established and used for any live electrical work, including suitable protective equipment and restriction of access to the live-working area.

8.3 Visual inspections

All portable appliances should be visually inspected at the beginning of each term as a minimum, but more frequently if use or environment suggests it. Inspection should include checking for loose cables or signs of fire damage, and if possible, checking inside the plug for internal damage, bare wires and the correct fuse. All earthed portable equipment such as drills, saws, irons etc should be subject to a detailed inspection and tested, at a frequency dependent on the use of the equipment and determined by a competent person. Items which are rarely unplugged e.g. refrigerators will need inspecting and testing infrequently.

8.4 Portable Appliance Testing (PAT) and recording

PAT should be completed in accordance with the findings of the risk assessment. PAT must be done by someone with the necessary knowledge and experience to carry out a test and interpret the results. A written record of tests should be maintained and be available for examination. The equipment itself should also be marked with some form of identification, with the date of the most recent test on a label. PAT must be carried out on equipment used by home workers, if it was supplied by the school.

8.5 Testing fixed electrical installations

The HSE advises that fixed electrical installations (including mains system, sockets, lights and heaters, provided they have been adequately maintained), should be inspected by a competent person at least every five years. More frequent inspection and testing will be necessary if the installations are subject to damage and abuse. A test certificate should be prepared, showing the date and results of the test, and kept at the school. Equipment should always be visually checked before use, in particular the condition of power cables and their terminations, as these can often be damaged, wrenched and jerked, which may loosen their connections.

8.6 Damaged or faulty appliances

Must be removed from use and either repaired by someone competent or disposed of to prevent its further use. The item must be labelled with a 'DO NOT USE' sticker attached until it is suitably repaired. If the item is to be disposed of, the plug must be removed and disposed of safely.

8.7 Accidents/incidents/near misses involving electricity

Any accidents/incidents/near misses may need to be reported under The Reporting of Injuries, Diseases, Occurrences Regulations (RIDDOR).

9. Gas Safety

The Gas Safety (Installation and Use) Regulations 1998 requires employers to ensure that any gas appliance, installation, pipework or flue installed at any place of work under their control is maintained in a safe condition, so as to prevent risk of injury.

Gas work includes:

- The installation, repair or service of a gas boiler
- Installation or repair of a gas fire, gas cooker, hob or water heater.
- Any other work on heat producing appliances involving gas pipework, flues or combustion chambers if connected to either a natural gas or Liquid Petroleum Gas (LPG) supply.

9.1 To meet basic requirements, the headteacher or their delegated employee will ensure:

- All gas pipework, appliances and flues are regularly inspected and maintained
- All gas systems and appliances are operated and maintained so as to prevent, so far as is reasonable, danger to persons or property
- All rooms with gas appliances are regularly checked to ensure there is adequate ventilation (do not block air inlets to prevent draughts, do not obstruct flues and chimneys.
- Only persons authorised to undertake gas work do so (see 'Competence' below).

9.2 If you suspect a gas leak

- For natural gas, turn off the supply and immediately call the **National Gas Emergency Service** on **0800 111 999**.
- For LPG call the supplier and if in doubt, evacuate the building and inform the police as well as the National Gas Emergency Service or your gas supplier.
- Do not turn a gas supply back on until a leak has been dealt with by a Gas Safe Registered engineer.

9.3 Maintenance

- Inspections will take place annually as a minimum. Periods between inspections may vary depending on the equipment/its use and should follow manufacturers' recommendations.
- Equipment should be designed, operated and maintained to make sure dangerous levels of carbon monoxide (CO) are not produced. There should be enough ventilation to remove combustion products. Operators must be fully trained to use a safe procedure for purging, lighting up and shutting down.

9.4 Competence to work on gas fittings or appliances

- No person may undertake gas work unless they are competent to do so.
- Work on gas fittings must be carried out by someone on the **Gas Safe Register**. Although registration is a basic indication of competence, note that not **all** engineers are qualified for **all** gas work. Registered engineers are issued with a unique license number and a photo identification card. The card will list specifically the types of work that the engineer is qualified to undertake. The school must ensure that any contractor is Gas Safe Registered and appropriately qualified for the work. You can check this by contacting the **Gas Safe Register online or on 0800 408 5500**.

9.5 Monitoring

The Gas Safe Register will investigate complaints about unsafe gas work. They will also periodically monitor the work undertaken by registered gas engineers to ensure they understand and continue to work to the standards set out in legislation and in accordance with the rules of registration.

10. Control of Substances Hazardous to Health (COSHH)















The Control of Substances Hazardous to Health Regulations 2002 (COSHH) is the law that requires employers to control substances that are hazardous to health. Such substances may be used directly in the workplace (e.g. cleaning chemicals) or may arise from the work (e.g. dusts, fumes and waste products). All reasonable steps will be taken to ensure that staff, pupils and visitors are not exposed to substances hazardous to health. There are exceptions to these regulations, which are controlled by their own specific legislation, e.g., asbestos, lead, radioactive substances.

10.1 To take actions to evaluate and control risks, each school will:

- Complete an inventory identifying all hazardous substances used on the school premises
- Obtain material safety data sheets from the manufacturer/supplier. Data sheets are not by themselves a sufficient COSHH risk assessment. The information in the data sheet must be compared to the particular circumstances in which the substance is to be used and a decision made about the measures necessary to adequately control exposure.
- Wherever possible replace hazardous substances with safer alternatives.
- Complete a risk assessment for the use of any substances which present a significant health risk.
- Ensure all staff have received information, instruction and training where required.
- Ensure records of assessments are being kept on the premises and made available on request to any relevant people.
- Ensure that the exposure of personnel to substances hazardous to health is either prevented or adequately controlled.
- Ensure that any equipment provided to control the risk e.g., local exhaust ventilation; fume cupboards, personal protective equipment (PPE) is adequately maintained.

10.2 Hazard symbols and pictograms

Classified substances can be identified by their warning labels and carry pictograms. Such substances may be hazardous through inhalation, ingestion, absorption or contact through the skin. Below are the old CHIP symbols and new CLP symbols and their meanings:

Old CHIP								
New CLP								
	Harmful	Explosive	Flammable	Toxic	Corrosive	Dangerous environment	Carcinogenic and respiratory sensitisation	Contains gas under pressure

10.3 Health Surveillance

Health surveillance is only required in certain circumstances and is dependent on individual circumstances. Where there is a reasonable likelihood that an identifiable disease or adverse health effect associated with exposure will occur and the risk assessment shows that health surveillance is appropriate for the protection of employees these should be carried out.

- Records relating to named individuals must be kept for 40 years.
- Advice should be sought from Occupational Health if there is any uncertainty regarding the need for health surveillance.

11. Legionella control

Legionella and related bacteria are common in natural water sources. They may also be found in purpose-built water systems such as cooling towers, hot and cold water systems, and pools. In some cases the bacteria can cause a serious lung infection called Legionnaires' disease. It is important to control the risk of infection by taking measures to avoid the growth of bacteria.

11.1 To comply with legislation, the headteacher or their delegated employee will:

- Identify and assess the sources of risk for which employees, pupils or visitors may be exposed to within the school. The assessment should include a survey to identify whether there are conditions present that will encourage bacteria growth this includes legionella.
- Identify the hot and cold water temperatures throughout the school's water storage and distribution system(s) to locate any systems or areas where water may be stored or distributed between 20-45 °C.
- Identify all areas or services capable of releasing an aerosol such as showers, spray taps and where necessary measures put in place to control the risks.
- Identify whether there are susceptible individuals present that may be exposed to such aerosols.

11.2 Tasks that should be undertaken to manage risk:

- Weekly tasks
 - Weekly flushing of any outlets and showers that are infrequently used (less than once per week). Precautions should be taken to minimise aerosol release.
- Monthly tasks
 - Water temperatures should be recorded at the nearest and furthest outlets from the storage tanks and water heaters.
 - Water temperatures in flow and return pipes should be monitored and recorded.
 - Hot water temperatures should be recorded from outlets after 1 minute of operation. Cold water should be tested after 2 minutes of operation.
- Quarterly
 - All showerheads and hoses should be dismantled, cleaned and descaled.
- Six monthly
 - The cold-water storage tanks should be inspected and temperatures recorded to cover storage, supply and distribution temperatures and general conditions.
- Annually
 - The condition of the tanks should be reviewed. Where the presence of organic material, vermin and water quality deterioration is identified, remedial actions should be conducted. Where required a sample should be taken from the drain outlet.
 - All the taps within the building should be checked at least once a year.

11.3 Schools holidays and low occupancy periods

It is extremely important to manage the risk of legionella during periods of low water usage, such as school holidays. Such times will provide the perfect opportunity for bacterial growth and proliferation within water systems and services. The following actions should be recorded:

- When the school is occupied, but at a significantly lower capacity to normal, then the outlets which are used less than once per week should be flushed weekly.
- When the school is not in use at all during holiday periods, all tanks, calorifiers and associated outlets should be thoroughly flushed prior to the start of the new term. Water samples should also be considered for collection prior to the start of the new term.

12. Display Screen Equipment

The Health and Safety (Display Screen Equipment) Regulations 1992 explains that the employer needs to protect employees from risks associated with DSE e.g. computers and laptops.

A user is defined in the regulations as "an employee who habitually uses display screen equipment as a significant part of his/her normal work". This is usually interpreted as continuous period of an hour or more on most days of the week. The employee's line manager will identify DSE users.

Some DSE users may experience fatigue, eyestrain, upper limb problems and backache from overuse or improper use of DSE. These problems can also be experienced from poorly designed workstations or work environments. The causes may not always be obvious and can be due to a number of factors.

12.1 To comply with DSE regulations, the headteacher or their delegated employee will:

- Analyse workstations to assess and reduce risks
- Make sure controls are in place
- Providing information and training
- Providing eye and eyesight tests on request and special spectacles if needed
- Review the assessment when the user or DSE changes

12.2 To avoiding health risks with DSE, users are advised to:

- Stretch and change position regularly, as far as possible
- Look into the distance from time to time and blink often
- Change activity before you get tired rather to recover
- Take short frequent breaks (which are better than longer, infrequent ones).

12.3 Eye tests

Upon request of the DSE user, identified by their line manager, (see above) the school will pay for a test to be carried by a qualified optician. Only "users" are entitled to receive corrective appliances paid for by the academy.

'Normal' corrective appliances are at the user's own expense, but users needing 'special' corrective appliances will be prescribed a special pair of spectacles for display screen work only. The academy liability for the cost of these is restricted to payment of the cost of a basic appliance, i.e. of a type and quality adequate for the user's work.

There is no evidence to suggest that DSE work will cause permanent damage to eyes or eyesight. Eye tests are provided to ensure users can comfortably see the screen and work effectively without visual fatigue.

13. Lone working

Lone working may include:

- Late working or weekend working
- Home or site visits
- Site manager duties
- Site cleaning duties
- Working in a single occupancy office

Potentially dangerous activities, such as those where there is a risk of falling from height, will not be undertaken when working alone. If there are any doubts about the task to be performed then the task

will be postponed until other staff members are available. If lone working is to be undertaken, a colleague, friend or family member will be informed about where the member of staff is and when they are likely to return. The lone worker will ensure that they are medically fit to work alone.

14. Working at height

We will ensure that work is properly planned, supervised and carried out by competent people with the skills, knowledge and experience to do the work. In addition:

- The premises officer/manager retains ladders for working at height
- Pupils are prohibited from using ladders
- Staff will wear appropriate footwear and clothing when using ladders
- Contractors are expected to provide their own ladders for working at height
- Before using a ladder, staff are expected to conduct a visual inspection to ensure its safety
- Access to high levels, such as roofs, is only permitted by trained persons.

15. Manual handling

The Manual Handling Operations Regulations (MHOR) 1992 (as amended in 2002) apply to a wide range of manual handling activities, including lifting, lowering, pushing, pulling or carrying. The load may be either animate, such as a person; or inanimate, such as a box.

15.1 Manual handling problems

Hazardous activities include:

- Lifting heavy or awkward loads
- Using excessive force
- Repeated handling of heavy loads
- Poor posture and twisting when handling

15.2 The headteacher or their delegated member of staff, in accordance with MHOR, will:

- Avoid staff undertaking hazardous manual handling operations 'so far as is reasonably practicable'
- Reduce the risk of injury, so far as is reasonably practicable.
- Ensure risk assessments are completed for hazardous manual handling that cannot be avoided
- Provide employees with appropriate information, instruction and training.
- Ensure online manual handling training is made available to all staff.

15.3 To avoid risk employees should:

- Reduce the load to be moved, wherever possible, e.g. split the load into smaller units.
- Use appropriate equipment to reducing the need for manual handling, e.g. trolleys.
- Be aware of their own physical capabilities and not attempt to move any object that is beyond their capabilities.

16. Pedestrian safety and traffic management

It is the school's responsibility to assess and manage risk presented by vehicle movements on the school site. The school should also assess the risk of vehicle and pedestrian movements directly outside the school site, that are associated with any general school activity (including drop off and pick up).

Schools should:

- Consider their specific school site(s) and assess any risks, presented by vehicle movements, affecting pupils, staff or visitors.

- Reassess their sites at least annually, to take changes into account, for example:
 - Increases to numbers of pupils leading to increases in parent traffic;
 - Developments or road layout changes nearby that may affect traffic
- Consider taking specific actions to reduce risk. These may include for example:
 - Encouraging pupils and staff to walk to school or use public transport, wherever possible
 - Clear signage indicating where parents may/may not park to drop off/collect children
 - Clear signage indicating where staff and visitors may/may not park and/or drive
 - Keeping vehicles away from doors or pedestrian gates (and the routes that lead to them)
 - Working with the relevant authorities on speed limits, road signage or street closures.

17. Off-site visits

When taking pupils off the school premises, we will ensure that:

- Risk assessments will be completed where off-site visits and activities require them
- All off-site visits are appropriately staffed
- Staff will take a school mobile phone, a portable first aid kit, information about the specific medical needs of pupils and the parents' contact details
- For trips and visits with pupils in the Early Years Foundation Stage, there will always be at least one first aider with a current paediatric first aid certificate
- For other trips, there will always be at least one first aider on schools trips and visits

18. Lettings

This policy applies to lettings. Those who hire any aspect of the school site or any facilities will be made aware of the content of the school's health and safety policy, and will have responsibility for complying with it.

19. Smoking

Smoking is not permitted anywhere on the school premises.

20. Infection prevention and control

We follow national guidance published by Public Health England when responding to infection control issues. We will encourage staff and pupils to follow good hygiene practice where applicable.

20.1 Handwashing

- Wash hands with liquid soap and warm water, and dry with paper towels
- Wash hands after using the toilet, before eating or handling food, and after handling animals
- Cover all cuts and abrasions with waterproof dressings

20.2 Coughing and sneezing

- Cover mouth and nose with a tissue, dispose of the tissue as soon as possible, then wash hands (catch it, kill it, bin it)
- Spitting is discouraged

20.3 Personal protective equipment

- Wear disposable non-powdered vinyl or latex-free CE-marked gloves and disposable plastic aprons where there is a risk of splashing or contamination with blood/body fluids (for example, nappy or pad changing)
- Wear goggles if there is a risk of splashing to the face
- Use the correct personal protective equipment when handling cleaning chemicals

20.4 Cleaning of the environment

- Clean the environment, including toys and equipment, frequently and thoroughly

20.5 Cleaning of blood and body fluid spillages

- Clean up all spillages of blood, faeces, saliva, vomit, nasal and eye discharges immediately and wear personal protective equipment
- When spillages occur, clean using a product that combines both a detergent and a disinfectant and use as per manufacturer's instructions. Ensure it is effective against bacteria and viruses and suitable for use on the affected surface
- Never use mops for cleaning up blood and body fluid spillages – use disposable paper towels and discard clinical waste as described below
- Make spillage kits available for blood spills

20.6 Laundry

- Wash laundry in a separate dedicated facility
- Wash soiled linen separately and at the hottest wash the fabric will tolerate
- Wear personal protective clothing when handling soiled linen
- Bag children's soiled clothing to be sent home, never rinse by hand

20.7 Clinical waste

- Always segregate domestic and clinical waste, in accordance with local policy
- Used nappies/pads, gloves, aprons and soiled dressings are stored in correct clinical waste bags in foot-operated bins
- Remove clinical waste with a registered waste contractor
- Remove all clinical waste bags when they are two-thirds full and store in a dedicated, secure area while awaiting collection

20.8 Animals

- Wash hands before and after handling any animals
- Keep animals' living quarters clean and away from food areas
- Dispose of animal waste regularly, and keep litter boxes away from pupils
- Supervise pupils when playing with animals
- Seek veterinary advice on animal welfare and health issues, and suitability as a pet

20.9 Pupils vulnerable to infection

Some medical conditions make pupils vulnerable to infections that would rarely be serious in most children. The school will normally have been made aware of such vulnerable children. These children are particularly vulnerable to chickenpox, measles or slapped cheek disease (parvovirus B19) and, if exposed to either of these, the parent/carer will be informed promptly and further medical advice sought. We will advise these children to have additional immunisations, for example for pneumococcal and influenza.

20.10 Exclusion periods for infectious diseases

The school will follow recommended exclusion periods outlined by Public Health England:

<https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/chapter-9-managing-specific-infectious-diseases>

In the event of an epidemic/pandemic, we will follow advice from Public Health England about the appropriate course of action.

21. Pregnant employees

Risk assessments will be carried out whenever any employee or pupil notifies the school that they are pregnant. Appropriate measures will be put in place to control risks identified. Some specific risks are summarised below:

- Chickenpox can affect the pregnancy if a woman has not already had the infection. Expectant mothers should report exposure to antenatal carer and GP at any stage of exposure. Shingles is caused by the same virus as chickenpox, so anyone who has not had chickenpox is potentially vulnerable to the infection if they have close contact with a case of shingles

- If a pregnant woman comes into contact with measles or German measles (rubella), she should inform her antenatal carer and GP immediately to ensure investigation
- Slapped cheek disease (parvovirus B19) can occasionally affect an unborn child. If exposed early in pregnancy (before 20 weeks), the pregnant woman should inform her antenatal care and GP as this must be investigated promptly.

22. Occupational stress

We are committed to promoting health and wellbeing and recognise the importance of identifying and reducing workplace stressors through risk assessment. Systems are in place within our schools for responding to individual concerns and monitoring staff workloads.

23. Reducing the risk of violence and abuse against staff

We will not tolerate violent or threatening behaviour towards our staff.

The trust has:

- Clear policies for: concerns and complaints (including managing persistent or vexatious complainants, and dealing with harassment); whistleblowing; physical intervention.
- Access to HR and legal advice if required
- An employee assistance line.

Schools will:

- Ensure that staff members who are meeting with parents/carers will always have an option to ask another member of staff to join the meeting if they are worried;
- Take sensible precautions to minimise the risk of theft or robbery, such as keeping cash out of sight and avoiding the need for staff to carry cash wherever possible;
- Identify lone workers (e.g. premises managers working during holidays or locking up after an evening event; staff who work in a separate block that is isolated from the main building) and ensure they are provided with communication or a means of raising the alarm if needed;
- Ensure that employees have opportunities to talk about any incidents in a calm and safe environment, and encourage the provision of post-incident support;
- Remind visitors to be respectful, where necessary, and warning them of the possible consequences of unacceptable behavior. Such consequences may include warning letters or bans from site, in exceptional circumstances and taking advice from the trust;
- Ensure a grievance procedure is available to staff;
- Ensure the following protocols are shared with staff.

Staff will:

- be mindful of their own safety and that of their colleagues;
- treat visitors professionally and with dignity;
- follow policies, procedures and guidelines, and participate in training;
- avoid making home visits alone, or arranging meetings offsite unless in a public place;
- make sure a colleague knows exactly where they are going if required to travel offsite for work, sharing their telephone number and expected time of return, and notifying them if they are delayed;
- report incidents of aggression or violence to their line manager immediately;
- contribute to any investigations of incidents;
- make use of available employee support and counselling.

24. Buildings Safety Management (BSM) and managing contractors

24.1 Under **no** circumstances must plans for construction/building work/refurbishment or demolition on school premises begin without consulting the Q1E Central Team.

24.2 The 'Responsible Person' (the headteacher, who may delegate this task) is required to maintain Building Safety Management records. This information includes:

- Installations that are currently in place
- Is there a testing/check/service/maintenance regime in place, if YES how often?
- Who carries this out (external contractor or competent employee)?

24.3 Any repairs and maintenance issues that are identified must be reported to the headteacher or their delegated person. The report should include:

- Date the work/actions were identified
- Description of work/actions required and/or any immediate actions taken (if any)
- Name of the person reporting
- Date work was completed

24.4 The person responsible for contractors on school premises is the headteacher, or their delegated staff member. The responsible/delegated person must:

- Ensure contractors are suitable and competent
- Ensure contractors comply with legislation, relevant regulations and this policy.
- Ensure the contractor provides a **written risk assessment** (the risk assessment process should be done together with the delegated person, to ensure it takes account of all risks on site and who they may affect – you should not assume that contractors will be aware of all risks).
- Ensure the contractor provides a **written method statement**, which should include a description of the work to be conducted, projected start and end dates; who the work will be done by; how the work will be done; equipment to be used, including scaffolding; PPE to be worn; first aid procedures; details of any work permits required (seek advice on this, if unsure); site access and egress; arrangements for access to welfare facilities.
- Ensure there is a joint record (between school and contractor) of what has been agreed in relation to who is responsible for the work, on the part of the school; who is in charge of supervising on behalf of the contractor; arrangements for stopping the work, if there are serious health and safety concerns.
- Ensure the contractor has access to this policy and in particular the requirements listed in **Appendix E: Health and Safety Requirements for Contractors**.

24.5 You must consult with employees on health and safety matters by law. When building works are planned, explain how the proposed work will affect their health and safety. Make sure they know how to raise any concerns they may have about the contractors and their work. You may also want to consult with others on site (non employees), where appropriate. Pay particular attention to those whose first language may not be English.

Appendix A: Fire safety checklist

ISSUE TO CHECK	YES/NO
Are fire regulations prominently displayed?	
Is fire-fighting equipment, including fire blankets, in place?	
Does fire-fighting equipment give details for the type of fire it should be used for?	
Are fire exits clearly labelled?	
Are fire doors fitted with self-closing mechanisms?	
Are flammable materials stored away from open flames?	
Do all staff and pupils understand what to do in the event of a fire?	
Can you easily hear the fire alarm from all areas?	

Appendix B: Personal Emergency Evacuation Plan (PEEP) – example form

WHO THE PLAN IS FOR:	
Name	
School name	
Role	<input type="checkbox"/> Staff <input type="checkbox"/> Pupil <input type="checkbox"/> Other (please specify):
WHERE THE PERSON IS USUALLY LOCATED	
Please specify classroom, floor, building, school site - as appropriate	
AWARENESS OF PROCEDURE	
The person will be informed of an emergency evacuation by: <input type="checkbox"/> existing alarm system <input type="checkbox"/> other (please specify):	
ASSISTANCE AND EQUIPMENT REQUIRED	
Designated assistants (the following people have been designated to give assistance when I need to get out of the building in an emergency):	
Methods of assistance (e.g. what help will be provided, any equipment that needs to be available):	
Evacuation procedure (a step by step account beginning from the first alarm):	

Understood, agreed and signed by

Person the plan is for (or if the plan is for a child, his/her parent or carer):

Name: _____ Signed: _____

Line Manager:

Name: _____ Signed: _____

Responsible person (or deputy):

Name: _____ Signed: _____

Appendix C: Emergency Evacuation De-brief – example form

School name:	Date:
Type of Evacuation: Planned / Drill / False Alarm / Real Event	
Form completed by:	

Evacuation timing

Time alarm raised	
Time evacuation complete	
Total time to evacuate in minutes (from alarm to completion)	

Debrief – to be completed to address any issues arising from evacuation

Issue	Suggested Corrective Action	Responsible

Appendix D. Example accident report

Name of injured person		Role/class	
Date and time of incident		Location of incident	
Incident details			
<i>Describe in detail what happened, how it happened and what injuries the person incurred</i>			
Action taken			
<i>Describe the steps taken in response to the incident, including any first aid treatment, and what happened to the injured person immediately afterwards</i>			
Follow-up action required			
<i>Outline what steps the school will take to check on the injured person, and what it will do to reduce the risk of the incident happening again</i>			
Name of person attending the incident			
Signature		Date	

Appendix E: Health and Safety requirements for contractors

The contractor (and their staff) must:

- Sign-in upon arrival and sign-out when leaving.
- Before starting work onsite, report to the premises manager.
- Work in a safe manner at all times.
- Comply with the Q1E Health and Safety Policy.
- Provide written confirmation/signature when work has been completed.
- Comply with the Health and Safety at Work etc., Act 1974, and any subsequent legislation.
- Take care of themselves and any person(s) that may be affected by their acts or omissions.
- Be directly responsible for the acts and omissions of their workers.
- Comply with Regulations, and work to best practice e.g., Guidance and Approved Codes of Practice that are relevant to their work.
- Comply with the conditions, procedures and control measures as defined by their method statements and risk assessments.
- Provide suitable and safe work equipment
- Provide their workers with adequate Personal Protective Equipment (PPE) and ensure they use/wear relevant PPE as necessary.
- Cease to use and report any safety related defects found with any work equipment.
- Report any issues with health and safety and report any accidents/incidents/near misses
- Provide their own First Aid provision.
- Not intentionally damage or misuse anything provided in the interests of Health and Safety whilst on school premises.
- Report to the headteacher, school business manager or premises manager any incidents that may directly or indirectly affect health and safety of persons on the school site.
- Remain in the area of work undertaken and not enter any other area without permission of the headteacher, school business manager or premises manager.
- Not store any hazardous substances on the school premises without permission of the headteacher, school business manager, premises manager.
- Not smoke in/on any part of the school buildings or anywhere on site.
- Make themselves familiar with the emergency fire procedures for the school. If a contractor causes or discovers a fire they must raise the alarm immediately and follow the emergency fire procedure instructions provided on the Fire Action Notices throughout the building.
- Abide by the speed limit of 5 mph for vehicular use whilst on site
- Park all vehicles in accordance with the school designated parking areas - if you are unsure then ask at the reception or premises manager.
- Be aware that children can become distracted and are not always aware of the dangers of equipment or moving vehicles. Contractors must remain vigilant at all times.