

HEALTH AND SAFETY POLICY

Agreed by the Governing Body on
Signed by (Chair of Governing Body)
To be reviewed by



PENKETH HIGH SCHOOL



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HEALTH AND SAFETY POLICY PART ONE

STATEMENT OF INTENT PENKETH HIGH SCHOOL

The Governing Body believes that ensuring the health and safety of staff, pupils and visitors is essential to the success of the school.

We are committed to:

- a) Providing a safe and healthy working and learning environment
- b) Preventing accidents and work related ill health
- c) Assessing and controlling risks from curriculum and non-curriculum work activities
- d) Complying with statutory requirements as a minimum
- e) Ensuring safe working methods and providing safe equipment
- f) Providing effective information, instruction and training
- g) Monitoring and reviewing systems to make sure they are effective
- h) Developing and maintaining a positive health and safety culture through communication and consultation with employees and their representatives on health and safety matters
- i) Setting targets and objectives to develop a culture of continuous improvement
- j) Ensuring adequate welfare facilities exist at the school
- k) Ensuring adequate resources are made available for health and safety issues, so far as is reasonably practicable

A Health and Safety Management System has been created to ensure the above commitments can be met. All Governors, staff and pupils will play their part to ensure this system is up to date at all times.

Name: _____

Signature: _____
(Chair of Governors)

Date: _____



HEALTH AND SAFETY POLICY PART TWO

ORGANISATION

INTRODUCTION

To comply with the Governing Body's Statement of Intent the school's normal management structure has had additional responsibilities assigned, as detailed below.

An organisational chart showing the school's health and safety management structure is attached at Appendix 1.

THE GOVERNING BODY

The Governing Body has the following responsibilities to ensure:

- a) A clear written policy statement is created which promotes the correct attitude towards safety in staff and pupils.
- b) Responsibilities for health, safety and welfare are allocated to specific people and those persons are informed of these responsibilities.
- c) Persons have sufficient experience, knowledge and training to perform the tasks required of them.
- d) Clear procedures are created which assess the risk from hazards and produce safe systems of work.
- e) Sufficient funds are set aside with which to operate safe systems of work.
- f) Health and safety performance is measured both actively and reactively.
- g) The school's health and safety policy and performance is reviewed annually.



THE PRINCIPAL

The Principal has the following responsibilities:

- a) To be fully committed to the Governing Body's Statement of Intent for Health and Safety.
- b) Ensure that a clear written local Policy for Health and Safety is created.
- c) Ensure that the Policy is communicated adequately to all relevant persons.
- d) Ensure appropriate information on significant risk activities is given to visitors and contractors.
- e) Ensure appropriate consultation arrangements are in place for staff and their Trades Union representatives.
- f) Ensure that all staff are provided with adequate information, instruction and training on health and safety issues.
- g) Make or arrange for risk assessments of the premises and working practices to be undertaken.
- h) Ensure safe systems of work are developed as identified from risk assessments.
- i) Ensure that emergency procedures are in place.
- j) Ensure that equipment is inspected and tested to ensure it remains in a safe condition.
- k) Ensure records are kept of all relevant health and safety activities e.g. assessments, inspections, accidents, etc.
- l) Ensure arrangements are in place to monitor premises and performance.
- m) Ensure that all accidents are investigated and any remedial actions required are taken or requested.



- n) Report to the Governing Body annually on the health and safety performance of the school.

SCHOOL HEALTH AND SAFETY OFFICER

The School Health and Safety Officer has the following responsibilities:

- a) To co-ordinate and manage the annual risk assessment process for the school.
- b) To co-ordinate the annual general workplace monitoring inspections and performance monitoring process.
- c) To make provision for the inspection and maintenance of work equipment throughout the school.
- d) To manage the keeping of records of all health and safety activities.
- e) To advise the Principal of situations or activities which are potentially hazardous to the health and safety of staff, pupils and visitors.
- f) To ensure that staff are adequately instructed in safety and welfare matters about their specific work place and the school generally.
- g) Carrying out any other functions devolved to her by the Principal or Governing Body.

TEACHING/NON-TEACHING STAFF HOLDING POSITIONS OF SPECIAL RESPONSIBILITY

This includes Assistant Principals, Curriculum Leaders, Heads of Departments, Heads of House, Managers/Supervisors, Technicians, Teaching Assistants and Caretakers

They have the following responsibilities:

- a) Apply the school's Health and Safety Policy or relevant Council Health and Safety Code of Practice to their own department or area of work and be directly responsible to the Principal for the application of the health and safety procedures and arrangements.



- b) Carry out regular health and safety risk assessments of the activities for which they are responsible.
- c) Ensure that all staff under their control are familiar with the health and safety Code of Practice, if issued, for their area of work.
- d) Resolve health, safety and welfare problems members of staff refer to them, or refer to the Principal any problems to which they cannot achieve a satisfactory solution within the resources available to them.
- e) Carry out regular inspections of their areas of responsibility to ensure that equipment, furniture and activities are safe and record these inspections where required.
- f) Ensure, so far as is reasonably practicable, the provision of sufficient information, instruction, training and supervision to enable other employees and pupils to avoid hazards and contribute positively to their own health and safety.
- g) Investigate any accidents that occur within their area of responsibility.
- h) Prepare an annual report for the Principal on the health and safety performance of his/her department or area of responsibility.

CLASS TEACHERS

Class teachers are expected to:

- a) Exercise effective supervision of their pupils, to know the procedures for fire, first aid and other emergencies and to carry them out.
- b) Follow the particular health and safety measures to be adopted in their own teaching areas as laid down in the relevant Code of Practice, if issued, and to ensure that they are applied.
- c) Give clear oral and written instructions and warnings to pupils when necessary.
- d) Follow safe working procedures.



- e) Use protective clothing and guards where necessary.
- f) Make recommendations to their Principal or Curriculum Leader/Line Manager on health and safety equipment and on additions or necessary improvements to plant, tools, equipment or machinery.
- g) Integrate all relevant aspects of safety into the teaching process and, where necessary, give special lessons on health and safety in line with National Curriculum requirements for safety education.
- h) Avoid introducing personal items of equipment (electrical or mechanical) into the school without prior authorisation or PAT testing if appropriate.
- i) Report all accidents, defects and dangerous occurrences to their Curriculum Leader

CATERING

The school's in-house catering section will follow the principals and guidelines of the general school Health & Safety in conjunction with other policies such as food safety, personal hygiene, healthy schools etc.

SCHOOL HEALTH AND SAFETY REPRESENTATIVES

The Governing Body recognises the role of Health and Safety Representatives appointed by a recognised trade union. Health and Safety Representatives will be allowed to investigate accidents and potential hazards, pursue employee complaints and carry out school inspections within directed time but, wherever practicable, outside teaching time. They will also be consulted on health and safety matters affecting all staff.

They are also entitled to certain information, e.g. about accidents and to paid time off to train for and carry out their health and safety functions. However, they are not part of the management structure and do not carry out duties on behalf of the Principal or Governing Body.



ALL EMPLOYEES

All employees have individual legal responsibilities to take reasonable care for the health and safety of themselves and for others who may be affected by their acts or omissions. In particular, employees must:

- a) Comply with the school's health and safety policy and procedures at all times – in particular procedures for fire, first aid and other emergencies.
- b) Co-operate with school management in complying with relevant health and safety law.
- c) Use all work equipment and substances in accordance with instruction, training and information received.
- d) Report to their immediate line manager any hazardous situations and defects in equipment found in their work places.
- e) Report all incidents in line with current incident reporting procedure.
- f) Act in accordance with any specific health and safety training received.
- g) Inform their Line Manager of what they consider to be shortcomings in the school's health and safety arrangements.
- h) Exercise good standards of housekeeping and cleanliness.
- i) Co-operate with appointed Trade Union Health and Safety Representative(s).

PUPILS

Pupils, allowing for their age and aptitude, are expected to:

- a) Exercise personal responsibility for the health and safety of themselves and others.
- b) Observe standards of dress consistent with safety and/or hygiene.
- c) Observe all the health and safety rules of the school and in particular the instructions of staff given in an emergency.
- d) Use and not wilfully misuse, neglect or interfere with things provided for their health and safety.



HEALTH AND SAFETY POLICY

PART THREE

PROCEDURES AND ARRANGEMENTS

INTRODUCTION

The following procedures and arrangements have been adopted to ensure compliance with the Governing Body's Statement of Intent.

RISK ASSESSMENT

General Risk Assessment

General Risk Assessment will be co-ordinated by the nominated School's Health & Safety Co-Ordinator, following guidance contained in Part four

Maternity Risk Assessment

Maternity Risk Assessments will be carried out by the school's HR Manager, following guidance contained in Part four

Curriculum Activities

Risk Assessments for Curriculum activities will be carried out by relevant Curriculum Leaders or their designated Health and Safety representative and subject teachers using Health and Safety Codes of Practice for areas such as Design & Technology, Science, PE, Art and Drama.

Fire

A fire risk assessment was undertaken by Swift Fire & Security in February 2016 and will be reviewed on an annual basis by the school's Health & Safety Co-ordinator and departmental Health and Safety Representatives following guidance contained in Part five. It is envisaged that whole school fire risk assessments will be undertaken on a bi-annual basis by an external provider.



Manual Handling

Manual handling risk assessments will be carried out by the Premises Team following guidance provided by the Local Authority.

Computers and Workstations

VDU risk assessments will be carried out by Line Managers following guidance contained in Health and Safety folder on P drive.

Hazardous Substances

The school's Health & Safety Co-ordinator will identify hazardous substances for which no generic assessment exists in the Codes of Practice mentioned above, or in the Caretaking Code of Practice.

Violence

Assessment of the risks of violence to staff will be carried out by the Principal following guidance provided by the Local Authority.

EMERGENCY PROCEDURES

Fire and Evacuation

Fire and evacuation procedures are detailed in Appendix 2.

First Aid

A copy of the current first aid provision can be seen on 'P' Drive. For ease and transparency a copy of the first aid rota is also located around school.

In event of needing first aid assistance please contact either the medical room on extension 261 or the main school reception on extension 200.



Transport to hospital:

If an ambulance is required, call "999". It may be appropriate in less severe cases to transport a pupil to a casualty department without using an ambulance, but this should always be on a voluntary basis. If a member of staff uses their own car for these purposes, they must ensure that they have obtained specific cover from their insurance company.

No casualty should be allowed to travel to hospital unaccompanied. Pupil support will designate an accompanying adult in emergencies where parents cannot be contacted.

Incident Reporting

See Appendix 3.

Bomb Hoaxes and Bomb Alerts

Responses to bomb threats will follow guidance contained in Appendix 4

The Principal, or in their absence, the most senior member of staff available, will decide on action to be taken in the event of an incident.

The signal for evacuation of the building, should this be necessary, will be via the fire alarm system.

The normal evacuation procedure should be followed.

Gas Leaks

Any member of staff discovering a suspected gas leak should make an informed judgement based on how strong the smell is as to whether they immediately evacuate the building and telephone National Grid on 0800 111 999.

If there is a slight smell of gas, the first action should be to check that all gas appliances are switched off. This may clear the smell of gas. Windows should be opened.



Chemical Spills

All Science teachers and technicians should follow guidance contained in the Health and Safety Code of Practice for Science on P drive.

HEALTH AND SAFETY TRAINING

Health and safety will form part of the induction training provided for all new employees led by the nominated Assistant Principal responsible for CPD. Such training will include:

- The contents of the Departmental and School (if applicable) Health and Safety Policy and details of any specific responsibilities or duties
- The arrangements for dealing with fire or other emergencies (this will involve discussing the fire procedure, allocating certain responsibilities, if appropriate, walking them round the premises to show exits, routes, alarms, equipment and the location of assembly points, etc.)
- The arrangements for first aid i.e. where the kits are, who are the First Aiders, location of first aid room, if applicable
- The arrangements for reporting accidents, defects, hazardous situations

Minibuses

The law on the licensing requirements for driving minibuses is complicated. Anyone with entitlement to drive cars prior to 1 January 1997 – shown as group A (B for automatics) on an old style green or pink licence, or as category B and D1 not for hire or reward on a pink and green or photo-card licence - can drive a minibus provided:

- They are over 21
- The minibus has a maximum of 17 seats including the driver's seat, and
- The vehicle is not being used for hire or reward



To drive a minibus which has 9 or more seats for hire or reward will normally require the driver to have passenger carrying vehicle entitlement (PCV) category D1 or D. To obtain this the driver must meet higher medical conditions and pass a separate PCV driving test. The only exemption is if the vehicle is being driven under a minibus permit.

Hire or reward means any payment in cash or kind by or on behalf of the passengers that gives them a right to be carried. A minibus driven by a salaried teacher as part of their normal school duties would be 'for hire or reward', regardless of whether the passengers paid towards the trip or not.

A person who obtained entitlement to drive cars after 1 January 1997, will not have an entitlement to drive minibuses.

To drive a minibus the 'new driver' will usually require a PCV licence. There are certain circumstances where the driver may drive without a PCV licence but these are restricted. The driver must:

- Be 21 or over
- Have held a car licence (cat B) for 2 years
- Be providing their services on a voluntary basis, receiving no remuneration other than out of pocket expenses - this is the key condition
- Not drive for hire or reward, unless under a permit,
- Not tow a trailer of any size, and
- Not drive outside the UK

Teachers who are 'new drivers' from the school/organisation that operates the vehicle are not normally classed as volunteers, and so would not be allowed to drive the vehicle under a normal car licence. Other employees may be classified as volunteers if they are contracted to work for specified hours, the driving takes place outside those hours, and they are not paid to drive. Drivers of any vehicle must ensure they have the correct entitlement on their licence.

Minibus Permits

Minibus permits allow certain organisations to use a minibus for hire or reward purposes without having to comply with the full public service vehicle operators' requirements or the driver needing a PCV licence. These organisations are restricted to those concerned with education, religion, social welfare and providers of community benefit.



The permit does not exempt a driver from having to comply with the licencing requirement above. It does however allow a driver who obtained their ordinary car licence prior to 1 January 1997 to drive a minibus on Penketh High School business without having to have a PCV licence. Those employee drivers who obtained their car driving licence after 1 January 1997 will still normally need a PCV licence to drive the vehicle.

INSPECTION AND TESTING EQUIPMENT

Electrical Safety

The safe condition of electrical appliances is of paramount importance in order to protect the user and other persons from the associated hazards of burns, shock and fire.

A two tier system of inspection should take place to ensure the continuing suitability of plug-in appliances, fixed equipment and installations; i.e.

- Visual inspections by the user of the appliance before its use;
- Professionally trained staff inspect and test plug in appliances (every 2 years) and fixed equipment and installations (every five years).

The dates of each electrical inspection, together with any findings and remedial steps taken are entered into an ELECTRICAL INSPECTION INVENTORY (PAT Testing Inventory)

It is the responsibility of the Service / Team manager to ensure the electrical inventory is available and kept up to date.

Should you require further information on qualified staff please contact the school's Health & Safety Co-ordinator.



Visual Inspection by User

Before each use of any portable electrical appliance it should be inspected for signs of obvious physical faults. For example:

- Condition of the appliance
- Condition of the flex
- Condition of the plug top
- Scorching or cracking around the plug socket

If you are in any doubt as to the condition of the appliance:

- Take the appliance out of use immediately
- Report the suspected fault to your line manager immediately
- It is the responsibility of the line manager to ensure the following;
- The appliance is removed from use and labelled 'Do not Use'.
- The appliance remains locked away until it is either repaired or replaced.
- Building Maintenance can be contacted - if repair is necessary.

Electrical Inspection

It is the responsibility of the Service/Team Manager to ensure that all electrical inspections are carried out automatically.

Portable Electrical Appliances

Any new appliance incorporating an integral plug top must receive visual inspection. Please refer to the Inspections and tests document for further information.

All portable electrical appliances brought into Penketh High School buildings must be electrically tested before use and then on a regular basis, dependent usage, but at least every 2 years from then on.

Fixed Equipment and Installations

All fixed equipment and installations must be tested by an electrical engineer once every five years.

Electrical Engineers are obliged to issue a report detailing any shortfalls (or otherwise) arising from the test and inspection process, together



with prioritised remedial action necessary to ensure electrical integrity. If this is not issued you should contact the Engineers.

Equipment Maintenance - Curriculum

Heads of Department will be responsible for ensuring that maintenance of equipment for their areas of the curriculum is identified and implemented following guidance contained in health and safety Codes of Practice for Design & Technology, Science, Art, PE and Drama.

Ladders and Access Equipment

The Premises Team will be responsible for inspection and maintenance of ladders and other access equipment following guidance contained in the Caretaking Code of Practice.

HEALTH AND SAFETY MONITORING

Inspection of Premises and Performance Monitoring

General Workplace Inspections will be co-ordinated by the school's Health & Safety Co-ordinator.

Monitoring inspections of individual departments will be carried out by Heads of Department or nominated staff using the Performance Monitoring proformas.

CONSULTATION AND COMMUNICATION OF INFORMATION

Consultation

The school's Health and Safety Committee meets half termly to discuss health, safety and welfare issues affecting staff, pupils or visitors. Action points from meetings are brought forward for review by school management.

A current list of committee members and dates of meetings can be seen in 'P' Drive.



Further information regarding these meetings can be obtained from the school's Health & Safety Co-ordinator.

Communication of Information

The Principal will ensure that systems are established so that staff and pupils are familiar with the arrangements set out in this document.

There are two copies of the Health and Safety Law poster; the first is displayed on the wall adjacent to the main school office and the second is displayed in the office / work area of the main school canteen.

Health and safety advice is available from the school's Health & Safety Co-ordinator or the Health and Safety team at Warrington Borough Council on 442174

PREMISES MANAGEMENT

Supervision of Pupils

Arrangements for supervision of pupils are:

Security and Visitors

All visitors must report to the main school reception where they will be asked to sign the visitors book and wear an identification badge.

Vehicles on Site/Parking

Cars must be parked in designated areas.

Only those persons holding a Disabled permit are allowed to park in the designated Disabled spaces.

Building Maintenance

All contractors on site must report to the main school reception where they will be asked to sign the contractor's book and wear an identification badge.



The School Business Manager and the Premises Team will be responsible for ensuring that all identified general building maintenance is carried out.

Asbestos

The asbestos register is held by The School Business Manager. An electronic copy can also be found on P Drive and hard copies in the staff room and at reception.

The Premises Team is responsible for ensuring that contractors who may be working in areas of the premises where asbestos materials have been identified sign the register.

Control of Contractors

All contractors must report to Reception where they will be asked to sign the visitors book and wear an identification badge. Contractors will be issued with guidance on fire procedures, management arrangements and vehicle movement restrictions.

The Premises Team is responsible for monitoring areas where the contractor's work may directly affect staff and pupils and for keeping records of all contractor work .

Lettings

With effect from 1st March 2016 lettings will be undertaken externally by School Lettings Solutions (SLS). The main school contact, and the person responsible for co-ordinating the contract, is the School Business Manager.

OTHER PROCEDURES

Critical Incident Management

Penketh High School follow the Local Authorities Critical Incident Plan.



Managing Medicines

Prescribed medication will be administered to pupils via designated staff in 'House Hubs'.

Educational Visits

Educational visits will be organised following guidance contained in DCSF documentation. Visits will be authorised and monitored by the School's Educational Visits Co-ordinator.

Minibuses

Operation of minibuses will be carried out by Mr James Leigh following guidance contained in section on Minibuses.

REVIEW

These arrangements will be reviewed annually and revised as new topics arise which may affect the process of managing health and safety for staff, pupils, contractors and other visitors.



HEALTH AND SAFETY POLICY PART FOUR

RISK ASSESSMENT

AT A GLANCE ACTION

- Nominate people to carry out assessments
- Set time scales for completion
- Ensure time and resources are available to assessors
- Ensure all at risk are made aware of the assessments and outcomes
- Ensure records of assessments are kept
- Ensure action is taken to implement improvements identified
- Review annually



GENERAL RISK ASSESSMENT GUIDANCE AND PROCEDURES

INTRODUCTION

This guidance and procedures document explains what risk assessment is, why it is required and how it can be carried out within Penketh High School. It will assist managers to meet the requirements of current legislation as well as the local authorities Policy.

WHAT IS RISK ASSESSMENT?

A risk assessment is simply a careful examination of a workplace in order to identify what could cause harm to the people who work there or visit, estimating the likelihood of the harm occurring and checking to ensure whether or not sufficient precautions are being taken to prevent it.

Don't be put off by the words used in risk assessment, for example, hazard, risk and control measure. They simply mean:

Hazard:-

Something with the potential to harm you. For example, hot surfaces, hazardous substance, working at height or the behaviour of a child or young person.

Risk:-

The chances or likelihood of the harm occurring. For example, someone touching the hot surface or falling from a ladder.

Control Measure:-

Action taken to prevent someone being harmed. For example, guarding the hot surface, labelling and storing the hazardous substance securely or training staff on dealing with challenging behaviour.



LEGAL REQUIREMENTS

The Management of Health and Safety at Work Regulations 1999 require a general risk assessment of all risks in the workplace. They require employers to look at all hazards and assess them accordingly.

TYPE SPECIFIC RISK ASSESSMENT

There are several regulations that require risk assessment of particular kinds of hazard. These are fire, lifting and handling, work equipment, personal computers, personal protective equipment, hazardous substances and noise.

Where the general risk assessment required by the Management Regulations identifies a risk from a hazard which is legislated for by a specific regulation, e.g. the Manual Handling Regulations, then an assessment should be carried out in accordance with those Regulations. Refer to the guidance on the relevant subject in the Manual for further information on type specific assessments.

WHO SHOULD CARRY OUT THE ASSESSMENTS?

A meaningful assessment can only be carried out by people who have a thorough understanding of the work and how it is done in a particular workplace. This will normally mean that the Principal, Senior Manager or Middle Managers will be best placed to carry out assessments.

HOW TO CARRY OUT GENERAL RISK ASSESSMENTS

There is no standard way to carry out risk assessments as workplaces vary in size, layout, number of employees, level of risk, etc. To deal effectively with Children's Services establishments and to simplify the process two distinct types of assessment will be used:

Generic Assessment (General Risk Assessment)

See Annexe 1 for further detail on the procedure to be followed.



Generic Assessment (Health and Safety Codes of Practice)

Codes of Practice containing generic risk assessments for more hazardous activities occurring in schools have been created for the following areas: -

- HS1: Primary School Curricular Activities
- HS2: Design and Technology
- HS3: Science
- HS4: Physical Education
- HS5: Art
- HS6: Caretaking
- HS7: Swimming Pools, Use and Maintenance
- HS8: Drama

These Codes have been devised with reference to guidance documents produced for the activity by the relevant organisational body and national guidance.

Legislation requires that all significant risks are recorded and records kept of the assessment. The documentation contained in Annexe 1 and in the individual Codes of Practice has been prepared for this purpose. Staff should use this documentation to carry out assessments.

WHEN SHOULD RISK ASSESSMENTS BE DONE?

General risk assessments should, ideally, be carried out between August to November, in line with the suggested timescales set out in section 1 of the Manual.

Any remedial actions identified by the general risk assessment that have resource implications should be integrated into the development or management plan for the establishment.

REVIEWING RISK ASSESSMENTS

Risk assessments should not be thought of as a one-off activity as they need to be reviewed on an annual basis. They must also be reviewed whenever there are developments that suggest they are no longer valid, e.g. following an incident or when a new activity or piece of equipment is introduced which will significantly change work practice or create a significant additional risk. Review does not necessarily mean carrying out a new risk assessment, but checking over the existing assessment to ensure it is still valid and that any changes are reflected in the risk assessment.



GENERIC RISK ASSESSMENT GENERAL RISK ASSESSMENT CHECKLIST

INTRODUCTION

The General Risk Assessment Checklist and associated guidance notes have been created to simplify the process of risk assessments in Penketh High School. The checklist pre-identifies the significant hazards inherent in such establishments and merely requires the Principal, other managers or their nominated representatives to consider whether they are effectively controlling the risk from such hazards.

It will be necessary to consult with staff, look at incident records and consider other premises users such as maintenance staff, cleaners, visitors etc. while completing the checklist.

COMPLETING THE GENERAL RISK ASSESSMENT CHECKLIST

Do not complete the checklist without referring to the attached guidance notes. The notes highlight the hazards and risks associated with the subject/activities mentioned in the checklist and suggest ways to control them. Users should consider the situation in their own premises and answer the questions with reference to this guidance.

Any questions which elicit a negative answer will require an action or comment. If in doubt answer No. This action/comment should be entered into the appropriate column.

Although this checklist is comprehensive, it can never be exhaustive because of its generic nature. Assessors should consider whether or not they need to make additions to cover their premises and activities adequately. The miscellaneous section of the checklist can be used for this purpose, following the general risk assessment principles outlined above.



ACTIONS

In larger establishments it would be wise to split up the premises into units and issue a checklist with guidance for each one to allow work to be spread more evenly. Complete all the boxes at the top of page one.

It is anticipated that certain actions will be required once checklist(s) have been completed. These actions will probably fall into differing categories such as:

- Those which can be addressed directly by staff at the premises, e.g. procedural arrangements, relocation of equipment, information to staff etc.
- Those which may require maintenance of existing items by a designated contractor
- Those which may require improvements to existing arrangements, e.g. purchase of capital equipment, staff training etc.

Once the checklist(s) are completed, they should be collated and the actions noted. Target dates for remedial actions should be identified (depending on your estimated degree of risk) together with people to carry the action out (school/establishment, NPS/other contractor). Finally a date when the action is to be completed should be set and a record kept.

In addition to the above process, the Principal and other managers in schools will be required to complete (as appropriate) an assessment for more hazardous activities in accordance with the relevant Code of Practice – see list of Codes above.

REVIEW

The process should be carried out annually between August and November. However, if there is a major change in circumstances in your school or premises which makes the previous assessment invalid, then a review should be carried out at that time to take account of the new situation or conditions.



GUIDANCE NOTES ON COMPLETING THE GENERAL RISK ASSESSMENT CHECKLIST - INTRODUCTION

The checklist comprises several subject headings with questions under each heading. Questions have been grouped into internal and external areas of the premises followed by activities for which a specific risk assessment is required. While considering whether to answer Yes or No to a question the following notes will assist.

1. HOT SURFACES AND HOT WATER TEMPERATURES

Hazards:

The main hazards are burns from contact with hot surfaces or scalds from hot water.

Consider:

Hot Surfaces:

- Exposure to hot surfaces such as heating pipes, kitchen surfaces etc. is a hazard for children of all ages.
- Heaters and pipes should be protected against burns by fitting guards or replacing with low surface temperature heaters. The risk of trapping arms and hands behind hot water pipes should also be considered.
- Hot surfaces in kitchen and server areas should be protected and signs displayed indicating 'danger hot surface'.

Hot Water from Taps:

- Scalding from tap water is a particular hazard. Consideration should be given to controlling this risk by fitting thermostatic mixing valves to all sinks to which children have access, especially during refurbishment and upgrades.
- It is however anticipated that children in a secondary school setting such as Penketh High will have developed normal reflexes that will break contact with the water before serious injury results.



2. LIGHTING

Hazards:

The main hazards are collisions, trips or falls caused by poor lighting not allowing people to see potential hazards.

Consider:

- Whether there are any dull or poorly lit areas inside the premises which could cause injury from any of the hazards listed above.
- Whether there is sufficient external lighting to allow safe access/egress during winter months, evening events etc., including lighting to car park areas.

3. FLOORS/STAIRS

Hazards:

The main hazards in these areas are slips, trips and falls.

Consider:

- The adequacy and suitability of the floor for the area or activity taking place. Regular inspections of the floor condition should take place. Do staff know about defect reporting procedures, including supply cover and new staff, and do children report defects?
- Wet floors should be avoided as much as possible. Cleaning times should not conflict with heavy traffic and spillages should be mopped up immediately. Adequate matting will prevent wet floors and slipping in wet weather at entrances etc.
- Cables across floors should be avoided. Bags, lunch boxes etc. can also be a cause of tripping.
- Secure and substantial handrails should be provided on at least one side of every staircase, except at points where a handrail would obstruct access and egress. Handrails should be provided



on both sides if there is a particular risk of falling, e.g. where stairs are heavily used, are wide or have narrow treads, or where they are liable to be subject to spillages. Additional handrails should be provided down the centre of particularly wide staircases where necessary.

4. GLAZING/WINDOWS

Hazards:

The main hazards are people falling from windows and coming into contact with glass or window frames.

Consider:

- If there are windows where it is reasonably foreseeable that someone could fall from a height. If so, then a protective barrier or a window restraint may be required.
- If there is unprotected glazing in doors or panelling that people could either walk into or fall against which may result in injury? Are there windows that open onto a walkway or path which people may collide with?
- All vulnerable glazing should have been treated previously by the application of safety film. Subsequent replacement of broken glass is a premises responsibility. Therefore, when replacing damaged glazing, it should be replaced with toughened or laminated glazing or a safety film fitted.

5. DOORS

Hazards:

The main hazard is trapping fingers, particularly children's fingers, in door opening mechanisms.



Consider:

- Have suitable finger guarding devices been fitted to doors identified by analysis of finger trapping incidents as high risk, i.e. to classroom doors, entrances to toilets and toilet cubicles if necessary?
- Whether other doors pose a risk of finger trapping, e.g. doors which children gather next to or queue beside; doors near entrances; doors susceptible to strong winds; doors that have created problems in the past (check incident records); heavy doors (with or without dampening mechanisms).

If the premises has such doors, consider the following measures: -

Try to reduce or remove the need for children to gather near doors - why are they there?; can they queue in a different area or can nearby doors be locked?; give regular briefings to children on the dangers of finger trapping.

Where the above measures are not practicable, finger guarding devices should be considered.

6. STORAGE

Hazards:

The main hazards are items falling from shelving/racking, manual handling injuries and fire.

Consider:

- To avoid manual handling injuries, frequently used heavy items should be stored at waist level where possible.
- If there is a need to store at high levels, try to ensure that these are infrequently used items. Suitable access equipment such as ladders, steps, etc., must be available. Staff should not have to climb racking or chairs in order to access stored items.
- Do you ensure that cupboards containing combustible materials are closed overnight? Also consider filing cabinets and the



chance of them toppling if the upper drawers are opened whilst loaded.

- Is racking secure or is there a chance of it toppling if it is overloaded or if persons climb up it?
- If you have flammable liquids, paints, solvents, fuels, spray glues etc. they should be stored in a flameproof cupboard. Small amounts, as required to perform a task, can be kept in classrooms. Flameproof cupboards can be used to store up to 50 litres of flammable substances per workroom.
- Switch and boiler rooms are highly vulnerable areas and emergency situations may require immediate access to mains switches, gas isolation etc. This will not be possible if the way is blocked by combustible materials.
- Such areas should be kept locked at all times when not being used to prevent unauthorised access.

7. MAINTENANCE AND DEFECT REPORTING

Hazards:

There are a variety of hazards associated with internal and external maintenance.

Consider:

- Is there a satisfactory system for reporting defects? Do staff and children know to whom defects should be reported?
- Do all staff follow the arrangements, including supply staff or new employees? Do you have an adequate induction briefing routine? Unreported obvious defects which you notice around the premises are a good indication that the system is not working.
- Is there a method for chasing up reported defects? Is there a defect log? This is essential to avoid duplication of reports and to follow up on defects which have not been addressed. All establishments should have a defect log.



- Are there mature trees on or adjacent to the site which could be a hazard if all or part of the tree were to fall? If so, arrange for regular annual inspection of trees by a competent person. Consultation and discussion with neighbours may be required. Advice should be sought from a grounds maintenance contractor, e.g. Norfolk County Services Grounds Development Advisory Service.

8. ACCESS/EGRESS

Hazards:

The main hazards are slips, trips and falls from or on entrance steps or ramps, paths etc and potential access by children to dangerous areas. Blocked exits can also be a hazard when the building needs to be evacuated in an emergency.

Consider:

- Do entrances create a risk in icy conditions? Are there arrangements to clear paths, steps etc?
- Regular checks should ensure that exits are kept clear of obstructions such as equipment, coats and rubbish sacks.
- Whether children and visitors are prevented from accessing dangerous areas such as roofs, roof voids, cellars, boiler and switch rooms, chemical stores, caretaker/cleaner's cupboards etc.

9. VEHICLES

Hazards:

The main hazards are contact between cars, lorries, buses and children, staff or other persons and improper use of minibuses.

Consider:

- Are there adequate arrangements inside the boundary of the premises to control risks in car parks, bus dropping off points and



areas where parents/visitors leave and collect children? Is there adequate segregation between people and vehicles, particularly at the start and finish of the school day or during community use sessions?

- If there are problems with traffic congestion and traffic management in external areas close to the school/establishment which give significant cause for concern. Schools should contact their School Travel Plan Officer in the Planning and Transportation Department on 01603 224205 for advice. Advice is available on the 'Safer Journeys to School' initiative and developing community solutions to local traffic/parking difficulties.

10. CONTRACTORS / VISITORS

Hazards:

The presence of contractors, particularly those carrying out building work, can result in a wide range of hazards being present. Machinery, access equipment, overhead work, hot works, power tools, contractor vehicle access, noise, dusts, paints, solvents etc. are all potentially hazardous to children, staff and visitors on site.

Unidentified persons gaining access to the premises are an obvious potential hazard. In ticking Yes to this question you should be confident that the procedures for managing contractors are in place and operating effectively.

Guidance on controlling visitor access and ensuring general site security is contained in section 8 of the Health and Safety Manual – Violence at Work.

11. HYPODERMIC SYRINGES, NEEDLES AND LANCETS

Hazards:

Discarded hypodermic syringes, needles and lancets are found on some premises and may cause needlestick injuries, i.e. a skin puncture caused by a hypodermic needle. Needlestick injuries can transfer Hepatitis, HIV and Tetanus viruses.



Consider:

- If discarded syringes, needles or lancets have been found on a regular basis on the premises.

If needle finds are occurring at all regularly refer to Annexe 2, section 7 of the Health and Safety Manual – Control of Substances Hazardous to Health - for guidance on the creation of procedures for controlling the risk of ‘needlestick’ injuries. Also Contact your local Community Policing Officer for advice on possible preventative action.

12. MANAGING MEDICINES

Hazards:

The main hazards are children being given the wrong medication and insecure storage of medicines.

In ticking Yes to this question you should be confident that the procedures and control measures contained in section 11 of the Health and Safety Manual – Managing Medicines - are in place and operating effectively.

13. EDUCATIONAL VISITS

Hazards:

The hazards associated with visits and trips are numerous and will depend on factors such as place visited, number of persons involved, method of travel and activities undertaken.

Schools and other establishments must follow departmental guidance on Educational Visits and Journeys. Visits involving adventure and adventurous activities, as well as residential and overseas visits, will require prior approval by the LEA.



14. OUT OF HOURS USE - LETTINGS AND UNAUTHORISED ACCESS

Hazards:

The main hazards of authorised lettings of the premises are lack of familiarity with emergency procedures, possible misuse of facilities and equipment provided and securing the premises at the end of the letting period.

Unauthorised access to premises out of hours carries the risk of vandalism, theft, arson and potential violence to staff working at night.

Consider:

- Responsible persons in charge of groups who use the premises must be given adequate information to make them aware of their responsibilities. This should form part of the hiring or letting agreement documentation. They must also be told about the arrangements for emergencies such as fire or first aid. Areas to which they are not permitted should be kept locked.
- Premises and equipment which have been used by external groups should be checked as soon as is practicable after the let to ensure there is no damage and that the equipment is safe to be used.
- Schools Form 9 should be used when letting out premises to external groups.
- Whether or not basic control measures to maintain site security are in place, e.g. securing doors, windows, perimeter fencing, external lighting, intruder alarms etc. at the end of the let.

15. LONE WORKING

Hazards:

Lone working is not a hazardous activity in itself, but employees are at increased risk if something does go wrong.



Consider:

- Whether any employees ever work alone, e.g. on home visits to clients, at night or at weekends, at the beginning and end of the working day, or in isolated areas of the site, e.g. boiler house, store room.

In ticking Yes to this question you should be confident that the procedures and control measures contained in section 28 of the Health and Safety Manual – Lone Working - are in place and operating effectively.

16. STRESS

Hazards:

Employees whose general well being is adversely affected by stress exhibit a wide range of symptoms which can have a significant impact on their abilities to carry out their work safely and effectively.

Consider:

- Whether any members of staff could be suffering from work related stress.

17. MATERNITY

Legislation requires a specific assessment to be made to take account of the risks to pregnant women and new mothers.

In ticking Yes to this question you should be confident that the procedures and control measures contained in Annexe 2 of this guidance document – Maternity Risk Assessment - are in place and operating effectively.

Introduction

This document contains standards and guidance on maternity risk assessment. It is the responsibility of managers to ensure that risks to new and expectant mothers are managed in areas under their control.



For the HSE's microsite on health and safety for new and expectant mothers, click [here](#).

Definitions

Pregnancy should not be regarded as ill health. It is part of everyday life and its health and safety implications can be adequately addressed using this procedure.

A new and expectant mother is an employee who has notified the employer in writing that she is pregnant, has given birth in the last six months, or is breast-feeding.

For the purpose of this guidance maternity means the pregnancy, the six months after giving birth and the breastfeeding period.

A hazard means anything that can cause harm e.g. manual handling.

A risk is the chance, high or low, that someone will be harmed by the hazard. e.g. back injury caused by manual handling.

Controls are the means by which risks to health and safety are controlled or reduced, e.g. by substituting a chemical with a less hazardous one, altering the way an activity is carried out, following a written procedure, providing training or information, using personal protective equipment, etc.

The risk assessment process provides a structured way to identify actions needed to control health and safety risks relating specifically to new and expectant mothers.

Manager's Checklist

The checklist below identifies key actions involved in controlling the health and safety risks to new and expectant mothers. Further information about each of these issues in the checklist is contained in this document.

1. Have you been notified by an employee that they are pregnant, have recently given birth or are breast-feeding?
2. Have you carried out a risk assessment with the employee concerned and recorded it using the [Maternity Risk Assessment Form](#)?



3. Have you considered new and expectant mothers who work at night?
4. Have you considered the risks to the employee if she is breast-feeding?
5. Have any additional control measures been put in place as a result of carrying out the risk assessment?
6. Is further action necessary to adequately control risks to the employee?
7. Have you arranged suitable periods of time to review the assessment as the maternity progresses?

When an Employee Notifies you that she is Pregnant

When an employee notifies you in writing that she is pregnant, has given birth in the previous six months, or is breastfeeding, you should carry out a specific risk assessment. You should ensure that you take any advice provided by the woman's health professional into account in the risk assessment process. You may request confirmation of the pregnancy by means of a certificate (MAT B1) from a registered medical practitioner or a registered midwife. Please contact HR for advice on production of written confirmation.

It is good practice to carry out a maternity risk assessment if you are notified by an employee who may be pregnant but it is too early to confirm the pregnancy in writing.

Who should Carry out a Risk Assessment and Confidentiality

Line managers are responsible for ensuring that risk assessments are carried out and reviewed. Therefore, managers can either carry out risk assessments themselves or delegate this task to individuals within their area. If managers delegate the task of carry out risk assessments, they must ensure that whoever carries out the assessment on their behalf takes all reasonable care when carrying out the assessment.

The risk assessment should be carried out with the employee that the assessment is for. The manager and assessor must ensure that a woman's pregnancy is not made known without consent (see Personnel Practices Manual for full details).



Carrying Out and Recording a Maternity Risk Assessment

A maternity risk assessment form should be used. Summary details are:

- The first column includes a list of hazards which may apply to the work.
- You should identify whether they do apply in the second column.
- The third column provides information about suggested controls, which can be adopted as appropriate to the work.
- Any required controls should be detailed in the fourth column.

You should consider whether these controls affect others i.e., employees, visitors. You may need to review other risk assessments to reflect these changes for the period of time they are in place for.

What Other Actions can you Take?

If there is still a genuine concern about the level of remaining risk it may be necessary to take the following steps:

- Temporarily adjust her working conditions and/or hours of work.
- If it is not reasonable to do so, or would not avoid the risk, offer her suitable alternative work (at the same rate of pay) if available.
- If that is not feasible, you must suspend her from work on paid leave for as long as necessary to protect the health and safety of her and her child.

Contact your HR section when these actions may be necessary. If you are unsure about the risk(s) you should contact your Departmental Health and Safety Adviser on 01603 223470 for further advice and assistance.

When to Review a Maternity Risk Assessment

You will need to keep your risk assessments for the employee concerned under review and agree dates for review with them. Although hazards are likely to remain constant, the risk of damage to the mother and unborn child will vary at different stages of pregnancy. Dexterity, agility, co-ordination, speed of movement and reach may be impaired because of increasing size.

Use the review column in the maternity risk assessment form to identify review dates as the maternity period progresses. You may need to



complete a new risk assessment or amend the existing one as necessary.

Nightwork

You need to give special consideration to new and expectant mothers who work at night. If an employee has a medical certificate stating that night work could affect their health and safety, you must either:

- Offer her suitable alternative daytime work, if any is available, or if that is not reasonable,
- Suspend her from work, on paid leave, for as long as is necessary to protect her health and safety and that of her child.

Contact your Personnel section when these actions may be necessary.

Breast Feeding

There are other risks to consider for workers who are breastfeeding. You will need to ensure, on receiving written notification that a worker is breastfeeding, that she is not exposed to risks that could damage her health and safety and that of her child for as long as she continues to breastfeed.

Where workers continue to breastfeed for many months you will need to review the risks regularly. The maternity risk assessment form should be used for this. Additional aspects/work issues relating to this can be detailed in the risk assessment under 'other aspects of the pregnancy which may be affected by work'.

It is good practice to provide a healthy and safe environment for nursing mothers to express and store milk. This could be included in the suitable resting facilities you must provide for pregnant and breast feeding mothers. These issues should always be discussed with the employee.

Maternity Rights

Please contact Children's Services HR for information on maternity rights.



18. MANUAL HANDLING

Hazards:

Manual handling is a hazard in itself. The law requires that, where practicable, manual handling should be avoided or mechanised by the use of trolleys, barrows, etc. If this cannot be achieved then an assessment is required.

In ticking Yes to this question you should be confident that the procedures and control measures contained in section 5 of the Health and Safety Manual - Manual Handling Activities - are in place and operating effectively.

19. COMPUTERS AND WORKSTATIONS

Hazards:

Computer and laptop use can be associated with a range of symptoms linked to workstation set up and posture. There is also the potential for adverse health effects such as musculoskeletal injuries and conditions and fatigue.

In ticking Yes to this question you should be confident that the procedures and control measures contained in section 6 of the Health and Safety Manual – Computer and Workstation Safety - are in place and operating effectively.

20. HAZARDOUS SUBSTANCES

Hazards:

Hazardous substances are those which could cause health problems through inhalation, ingestion or absorption through the skin. Mainly this means substances with markings attached such as *irritant, harmful, toxic, very toxic, corrosive*, for example, chemicals, solvents, gases, dusts, oven cleaners, etc.

Staff such as caretakers and cleaners, Science, Design and Technology and Art teachers and technicians should be familiar with the relevant Codes of Practice for their area or subject which contain COSHH



assessment sheets for all substances and products commonly used in schools in those activities.

In ticking Yes to this question you should be confident that the procedures and control measures outlined in the relevant documents are in place and operating effectively.

General guidance and procedures for the control of hazardous substances is contained in section 7 of the Health and Safety Manual.

21. VIOLENCE

Hazards:

There may be obvious potential adverse effects on staff who have been abused, threatened or assaulted in the course of their work.

In ticking Yes to this question you should be confident that the procedures and control measures outlined in section 8 of the Health and Safety Manual - Violence at Work - are in place and operating effectively.

22. WORK EQUIPMENT

Hazards:

There are many hazards associated with work equipment which needs to be suitably maintained and, where necessary, inspected. Work equipment commonly used in Children's Services establishments ranges from specialist equipment in Science, Design & Technology, Art, PE, Swimming and Drama to general work equipment such as computers, photocopiers, lifting gear and outdoor play equipment.

In ticking Yes to this question, you should be confident that the procedures for maintenance, inspection and testing of work equipment contained in section 14 of the Health and Safety Manual – Selection and Maintenance of Work Equipment - or in the relevant Codes of Practice for the curriculum subject, are in place and operating effectively.



23. ELECTRICAL EQUIPMENT

Hazards:

The main hazards are electrocution, explosion and fire caused by bare conductors, overloading sockets, poorly maintained equipment etc.

In ticking Yes to this question, you should be confident that the procedures for ensuring general electrical safety contained in section 15 of the Health and Safety Manual - Electrical Safety - are in place and operating effectively. This includes fault action, maintenance of fixed electrical installations, maintenance of portable electrical appliances and safe use of extension leads.

24. WORKING AT HEIGHT

Hazards:

The main hazards are falling from a height or dropping items from a height.

In ticking Yes to this question, you should be confident that the procedures for safe use of ladders etc. contained in section 25 of the Health and Safety Manual - Use of Ladders and Access Equipment - or in Annexe 1 of the School Caretaking Code of Practice or the Drama Code of Practice, are in place and operating effectively.

25. YOUNG PEOPLE AT WORK

The law requires that risks to young people aged under 18 must be assessed before they are employed or begin a work placement. Guidance is contained in Appendix 1 to section 26 of the Health and Safety Manual.



26. GENERAL RISK ASSESSMENTS USING HEALTH AND SAFETY CODES OF PRACTICE

Codes of Practice containing generic risk assessments for more hazardous activities occurring in schools have been created for the following areas: -

- HS1: Primary School Curricular Activities
- HS2: Design and Technology
- HS3: Science
- HS4: Physical Education
- HS5: Art
- HS6: School Caretaking
- HS7: Swimming Pools, Use and Maintenance
- HS8: Drama

Staff should use the documentation contained in the above to complete general risk assessments for the curriculum subject or area of work concerned.

27. MISCELLANEOUS

This Risk Assessment Checklist is comprehensive but is not exhaustive. If there are other areas of risk you feel have not been covered, this section can be used to create your own questions.

The following general principles should be followed when carrying out a risk assessment of any activity not covered by the general risk assessment process or the Codes of Practice mentioned above: -

- Look for the hazards
- Decide who might be harmed and how
- Evaluate the risks and decide whether the existing precautions are adequate or whether more should be done
- Record your significant findings
- Review your assessment and revise if necessary



GENERAL RISK ASSESSMENT ACTION PLAN

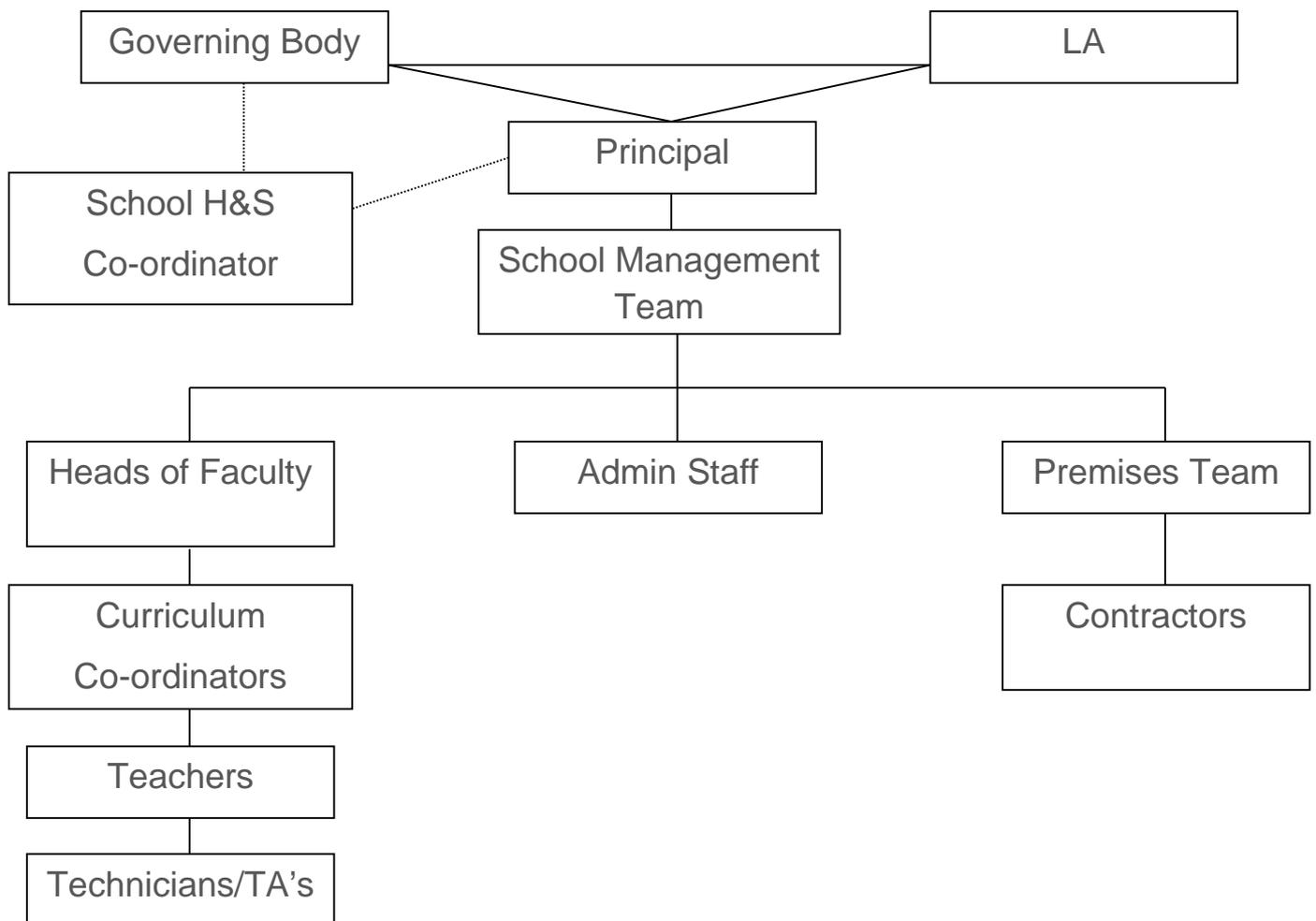
Once you have completed the above checklist you will need to collate the actions required using the reference numbers as a guide.

Decide on a realistic target date for the completion of the action and decide who will be responsible for completing the task, for example, the school/establishment, NPS/other contractor etc.

Identify a date to indicate when the task has been completed satisfactorily. Once an action has been identified it is the responsibility of the Principal or other manager to ensure that the recommended action is taken.



PENKETH HIGH SCHOOL HEALTH AND SAFETY ORGANISATIONAL CHART





FIRE AND EVACUATION PROCEDURES

- Fire notices are displayed at in each classroom and office throughout school.
- Escape routes should be checked daily be individual departments and are checked on a rolling programme by the Premises Team.
- Fire Extinguishers are maintained and checked by Chub Fire and Security.
- Alarms are tested by the Premises Team on a rolling programme.

There is a Whole School Emergency Evacuation at the start of each academic year with at least one other evacuation test for each building during the year.

PREMISES EVACUATION ARRANGEMENTS in case of an alarm being activated are as follows: -

- Staff discovering a fire or other emergency for which the buildings should be evacuated should activate the nearest fire alarm. They should then notify the main school reception via extension 200 or via another member of staff.
- The EMERGENCY WARNING is the ALARM SIGNAL ringing continuously.
- The main reception will inform the designated Fire / Emergency Evacuation Co-ordinator to go to the zone where the alarm has been set off to investigate if there is a fire or false alarm.
- The Fire / Emergency Evacuation Co-ordinator will then inform the main reception who will dial 999 if it is a fire.
- On hearing the alarm, pupils should leave in single file when instructed by the teacher in charge of the class. Pupils should then leave by the nearest available marked escape route. The last person to leave the classroom must close the door. Pupils should



walk in their subject groups and remain with their teacher at the assembly point.

If a pupil is not in a classroom when the alarm sounds, he/she must walk to the assembly point leaving the building by the nearest marked escape route.

In the event of an emergency during FORM TIME, BREAK or the LUNCH HOUR, pupils must leave the building by the nearest marked escape route and go to the assembly area for the site they are on at the time of the emergency.

Pupils should assemble in via their class.

Staff not with pupils, visitors and contractors must leave the building by the nearest exit and report directly to the senior office staff at the assembly point.

Disabled pupils' timetables will be held in the main offices for access in an emergency. The Health and Safety Co-ordinator will discuss with any disabled pupils and their parents the evacuation procedure in case of an emergency and draw up a Personal Emergency Evacuation Plan (PEEP) following guidance in Section 4 of the Health and Safety Manual.

The assembly areas are:

- Car park outside main reception for Visitors and office staff
- Hardstanding outside B Block
- Playground outside C Block
- Playground outside E Block
- A Senior Member of Staff as designated on the Fire Rota will undertake supervision of the assembly areas.

Immediately pupils arrive at the assembly area, they must stand in their subject/form groups in silence while staff check their registers. Registers, set lists, first aid boxes and contractors' book etc. will be taken out to the assembly points. The result of this check must be reported to the person in charge as soon as it is completed.

- In the event of real fire the Fire / Emergency Evacuation Co-ordinator will liaise with the Fire Brigade on their arrival.



INCIDENT REPORTING AND INVESTIGATION

All incidents will be reported in accordance with guidance set out in P Drive.

The relevant form HSA1, HSA2 or HSA3 should be completed.

- HSA1 Accidents
- HSA2 Verbal / Physical Assault
- HSA3 Hazardous Substances

Investigation of Incidents and Remedial Action

The school Health & Safety Co-ordinator or other designated member of staff will investigate all incidents and make appropriate recommendations prevent a recurrence.

Reporting

The person responsible for recording and reporting of incidents to Warrington Borough Council is the school's Health & Safety Co-ordinator.



ACTION IN RELATION TO BOMB THREATS

This note sets out the issues for managers in charge of establishments. In essence, the manager in charge of an establishment should take action on the following points:

- (a) Assess the site features
- (b) Check that the incident control and warning system is effective
- (c) Check that arrangements for bomb alerts and fire emergencies are compatible
- (d) Train staff to play their part in searches and evacuation

The need for a practical strategy

If a threat is received, the manager in charge of the establishment should implement a prearranged contingency plan drawn up with the support of the local Police Crime Reduction Adviser (CRA) or Police Counter Terrorism Security Adviser (CTSA)

In short, the manager of an establishment must assess the risk and decide:

- (a) to do nothing (in such circumstances, a member of Directorate must be contacted immediately).
- (b) in consultation with the Police to search and evacuate only if something suspicious is found
- (c) in consultation with the Police to evacuate everybody immediately, without searching.

The final action will have to reflect the significance of the warning, the degree of disruption involved and the opportunities to protect people from blast, inside or outside the building.



Receipt of Bomb Warnings

There is often insufficient time to clear areas properly. Often warnings are given via third party organisations, who have to pass them on. However, if a warning is received, it can yield important information for the person in overall control of the incident, and of course for the police. With the widespread use of direct dialling, any member of staff could receive a threat and need to know what to do.

- Essential requirements are to keep the person talking and listen carefully to what is said.
- If a colleague is on hand, he or she should notify the appropriate person or contact the Police direct on 999. This might enable the call to be traced. (Note that some modern telephones display the calling number – in this case it must be noted and passed on immediately in accordance with a clearly understood “Security” arrangement to initiate the Incident Control Procedure.

Searching for bombs

The Police will not undertake a search, but will offer advice to the person in charge of those undertaking the task.

If time permits an incident co-ordinator should instigate a systematic search

- The signal will be intermittent short bursts of the fire alarm or
- Messenger or by “cascading” telephone messages – where one person phones two people and in turn they each phone two people etc.
- Ideally staff should search their own work area
- Fire wardens would seem to be the best candidates for collecting information for the local suite of rooms they oversee, including circulation areas and toilets
- Police recommend looking round initially for items on the floor.
- A final check should be made for everything above the level of the second sweep
- Any suspicious package should not be touched but if time allows identified by a marker card placed alongside



Evacuation Issues

In the event evacuation is required the Emergency Evacuation Procedures will be followed.

Please note

- (a) A major issue in respect of a bomb threat is the possibility of a second device exploding at or near an assembly point.
- (b) On some occasions where the suspected bomb is either inside or near the outside a building, depending on the structure of the building, it may be better to evacuate to a part of the building that could act as a Bomb Shelter.
- (c) As a general guide minimum evacuation distances are as follows:-

Suspect postal package	40 metres
Bomb in a briefcase	100 metres
Bomb in a car	200 metres
<i>BOMB IN A LORRY</i>	<i>400 METRES</i>

Where an external evacuation assembly point is to be used it is recommend that it should be a minimum of 500 metres away from the site of the suspect bomb, and car parks should not be used.

Should occupants take personal effects with them as they evacuate?

In a bomb alert, where evacuation is necessary it would be wise to have occupants take personal clothing and baggage with them providing it is readily to hand. This would assist if a search has to be conducted before re-entry.

People with Disabilities

- Provision for fire evacuation involves two phases: firstly horizontal evacuation (along the same floor away from the fire) and vertical evacuation, down the stairs to the open air.
- In the case of the bomb alerts, the second phase of the evacuation might have to be undertaken more quickly than for fire evacuation



- The use of passenger lifts for this purpose is not ruled out, because electrical failure is less likely. However, practical experience of the Fire Brigade suggests that when evacuation is ordered, it is best to stick to one system.
- Evacuation down stairs for those with disabilities may be a limiting factor on where they could be accommodated within establishments. Cases should be considered individually, and advice sought from the Fire Brigade and a Medical Adviser as appropriate.

Communication Issues – These are the three main aspects:

- (a) Handling the reception of a warning
- (b) Liaison and consultation with the police and notifying them (999) in the event of an incident
- (c) Instruction and training for the building occupants on handling calls, warning, search and shelter procedures

Local circumstances may dictate different arrangements for each establishment. The factors, which generate the differences, are discussed below.

Incident Control

- The person designated to take control of the incident must be of sufficient seniority to be capable of making a decision on how to respond.
- Response will be made faster and more certain if top managers have previously endorsed several distinct courses of action to cope with a range of potential incidents.
- The system must be capable of working at awkward times e.g. at the beginning or end of the working day. It must also be able to cope with particular staff being absent.
- Good liaison with the Police will help to provide a background for a decision on evacuation.
- Where searches are instituted, they should have been completed at least twenty minutes before the time the device is expected to explode.
- Re-entry into a building is not recommended until at least thirty minutes after the explosion deadline.



- Hand held radios should not be operated in the immediate vicinity of a suspect bomb and vehicles with transmitters should be parked 200 metres away in case radio transmission might trigger the bomb. The contingency plan needs to take account of such detail.

“Target Hardening”

This is the term given to reviewing security, to make things more difficult for the terrorist. For example a tight control on the entry of the visitors may permit the incident control officer have less need to opt for evacuation in deciding what action to take in response to a particular bomb alert.

Re-siting litter bins to positions where they are subject to greater surveillance will remove some of the uncertainty when a bomb threat has actually to be evaluated.



PROCEDURE FOR COMPLETING MANUAL HANDLING ASSESSMENTS

Warrington Borough Council are required by the 'Management of Health and Safety at Work Regulations 1999', to make a suitable and sufficient assessment of the risks to the health and safety of their employees while at work. Where this general assessment indicates the possibility of risks to employees from the manual handling of loads, the requirement of the 'Manual Handling Operations Regulations 1992' should be followed.

These regulations establish a clear hierarchy of measures. The employer should:

- avoid the need for hazardous manual handling operations so far as is reasonably practicable -this may be done by redesigning the task to avoid moving the load or by automating or mechanising the process;
- make a suitable and sufficient assessment of any manual handling operations that cannot be avoided and;
- reduce the risk of injury from those operations so far as is reasonably practicable. Particular consideration should be given to the provision of mechanical assistance but where this is not reasonably practicable then other improvements to the task; the load and the working environment should be considered.

Employee Duties

Employees have duties too:-

- follow appropriate systems of work laid down for their safety;
- make proper use of equipment provided for their safety;
- co-operate with their employers to enable them to comply with their health and safety duties;
- inform the employer if they identify hazardous handling activities;
- take care to ensure that their activities do not put others at risk.

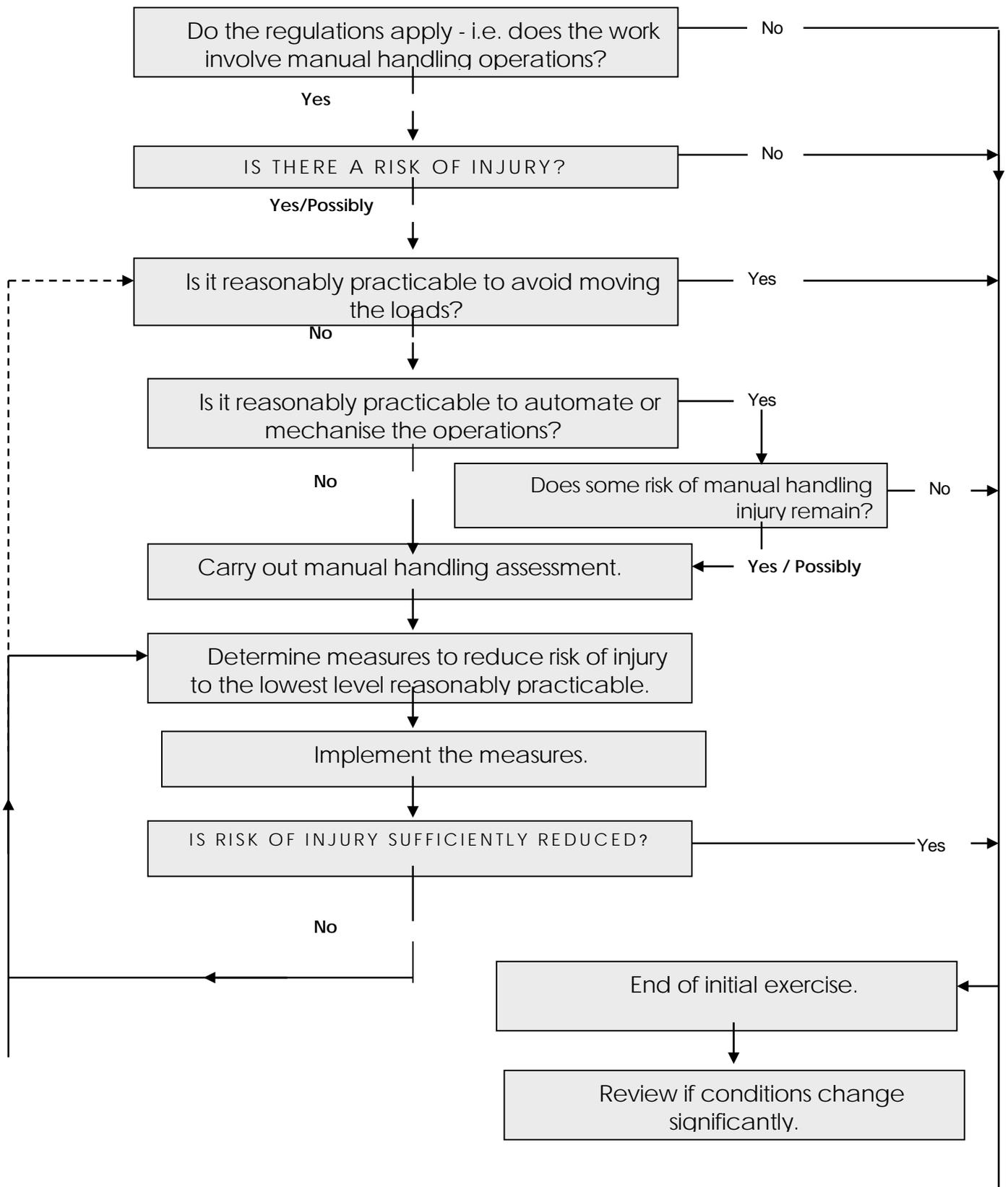


The Manual Handling Operations Regulations 1992 do not set specific requirements such as weight limits. Instead numerical guidelines are offered, see below, which can act as an initial filter, helping to identify those manual-handling operations which warrant a more detailed examination. The guidelines are not a safe limit for lifting, but work outside the guidelines is likely to increase the risk of injury. There is no threshold below which manual handling operations may be regarded as 'safe'. Even operations lying within the boundary mapped out by the guidelines should be avoided or made less demanding wherever it is reasonably practicable to do so.

First consult the Manual Handling flow chart to determine if the regulations apply. If they do, complete the Manual Handling Assessment Checklist.



INFORMATION SOURCE HSE MANUAL HANDLING FLOWCHART





MANUAL HANDLING CHECKLIST

This checklist will remind you of the main points to think about while you:
Consider the risk of injury from manual handling operations, identify steps that can remove or reduce the risk, decide your priorities for action.



SUMMARY OF ASSESSMENT

OVERALL PRIORITY FOR REMEDIAL ACTION: NIL/LOW/MED/HIGH

Department..... Remedial action to be taken.....

Operations covered by this assessment.....
.....
.....

Location(s)..... Date by which action is to be taken.....

Personnel involved..... Date for reassessment.....

Date of assessment..... Assessors name.....Signature.....

Section A-preliminary

Q1. Do the operations involve a significant risk of injury? Yes No

If yes go to Q2. If no the assessment need go no further.

If in doubt answer yes. You may find the guidelines at appendix 1 useful.

Q2. Can the operations be avoided/mechanised/automated at reasonable cost? Yes No

If no go to Q3. If yes complete section D, proceed and check by reassessment that the result is satisfactory.

Q3. What weight is involved?

Q4. Frequency of operation?

Q5. Is the operation carried out by Males? Females?

Q6. Does it involve twisting? Yes No

(Consult the guidelines before answering the next question).

Q7. After allowing for posture, frequency etc, what are the relevant guideline weights for this operation? Males? Females?

Q8. What is the weight handled as a percentage of the guideline? Males? Females?

If 50% or less you may go straight to section C if you wish. Otherwise go to section B.

Section C-Overall assessment of risk

Q. What is your overall assessment of the risk of injury? Insignificant/Low/Med/High

If insignificant the assessment need go no further. Otherwise go to section D.

Section D-Remedial action

Q. What remedial action should be taken in order of priority?

- i.....
- ii.....
- iii.....
- iv.....
- v.....

And finally:

- complete the summary above
- compare it with your other manual handling assessments
- decide your priorities for action
- **Take Action.....and check that it has the desired effect.....**



MANUAL HANDLING CHECKLIST

Question to consider: <small>(If the answer to a question is 'Yes' place a tick against it and then consider the level of risk)</small>	Level of risk: <small>(Tick as appropriate)</small>			Ways of reducing the risk of injury:	Possible remedial action
	Yes	L	M	H	
<p>The tasks – do they involve:</p> <ul style="list-style-type: none"> ◆ Holding loads away from trunk? ◆ Twisting? ◆ Stooping? ◆ Reaching upwards ◆ Large vertical movement? ◆ Long carrying distances? ◆ Strenuous pushing or pulling? ◆ Unpredictable movement of loads? ◆ Repetitive handling? ◆ Insufficient rest or recovery? ◆ A workrate imposed by a process? <p>The loads – are they:</p> <ul style="list-style-type: none"> ◆ Heavy? ◆ Bulky/unwieldy? ◆ Difficult to grasp? ◆ Unstable/unpredictable? ◆ Intrinsically harmful (e.g. sharp/hot) <p>The working environment – are there:</p> <ul style="list-style-type: none"> ◆ Constraints on posture? ◆ Poor floors? ◆ Variations in levels? ◆ Hot/cold/humid conditions? ◆ Strong air movements ◆ Poor lighting conditions? <p>Individual capability – does the job:</p> <ul style="list-style-type: none"> ◆ Require unusual capability? ◆ Hazard those with a health problem? ◆ Hazard those who are pregnant? ◆ Call for special information/training? <p>Other factors –</p> <p>Is movement or posture hindered by clothing or personal protective equipment?</p>				<p>Can you:</p> <ul style="list-style-type: none"> ◆ Improve workplace layout to improve efficiency? ◆ Reduce the amount of twisting and stooping? ◆ Avoid lifting from floor level or above shoulder height? ◆ Reduce carrying distances? ◆ Avoid repetitive handling? ◆ Vary the work, allowing one set of muscles to rest while another is used? <p>Can you make the load:</p> <ul style="list-style-type: none"> ◆ Lighter or less bulky? ◆ Easier to grasp? ◆ More stable? ◆ Less damaging to hold? ◆ Have you asked your suppliers to help? <p>Can you:</p> <ul style="list-style-type: none"> ◆ Remove obstructions to free movement? ◆ Provide better flooring? ◆ Avoid steps and steep ramps? ◆ Prevent extremes of hot and cold? ◆ Improve lighting? ◆ Consider less restrictive clothing or personal protective equipment? <p>Can you:</p> <ul style="list-style-type: none"> ◆ Take better care of those who have a physical weakness or are pregnant? ◆ Give your employees more information, e.g. about the range of tasks they are likely to face? ◆ Provide training? 	

Deciding the level of risk will inevitably call for judgement. The guidelines in Appendix 1 may provide a useful yardstick.

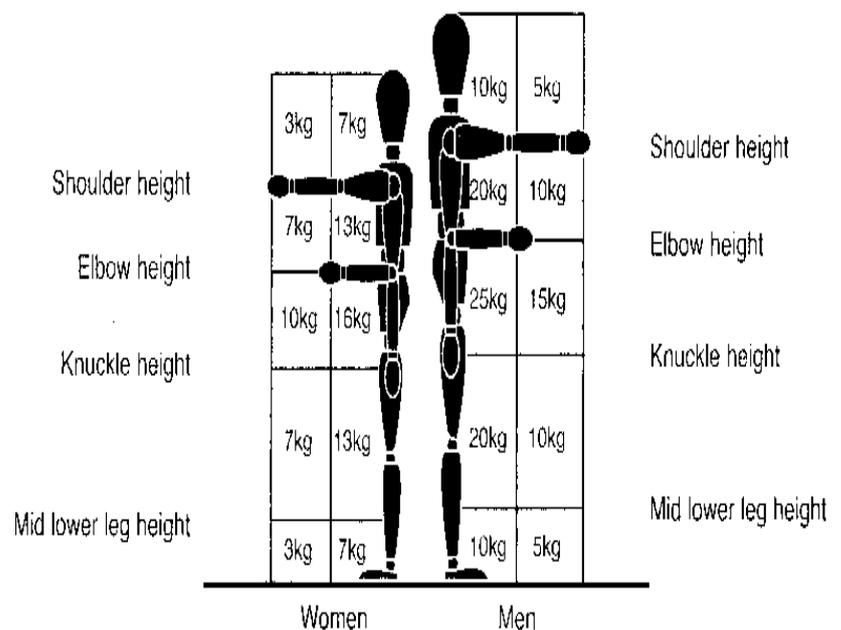
When you have completed B go to section C.



- Each box in the diagram shows guideline weights for lifting and lowering.
- Observe the activity and compare to the diagram. If the lifter's hands enter more than one box during the operation, use the smallest weight. Use an in-between weight if the hands are close to a boundary between boxes. If the operation must take place with the hands beyond the boxes, make a more detailed assessment.
- The weights assume that the load is readily grasped with both hands.
- The operation takes place in reasonable working conditions with the lifter in a stable body position.
- Any operation involving more weights should be rigorously assessed even for very fit, well trained individuals working under favourable conditions.
- There is no such thing as a completely 'safe' manual handling operation. But working within the guidelines will cut the risk and reduce the need for a more detailed assessment.

Twisting

Reduce the guideline weights if the lifter twists to the side during the operation. As a rough guide, reduce them by 10% if the handler twists beyond 45 degrees, and by 20% if the handler twists beyond 90 degrees.



Frequent lifting and lowering

The guideline weights are for infrequent operations - up to about 30 operations per hour - where the pace of work is not forced, adequate pauses to rest or use different muscles are possible, and the load is not supported for any length of time. Reduce the weights if the operation is repeated more often. As a rough guide, reduce the weights by 30% if the operation is repeated five to eight times a minute; and by 80% where the operation is repeated more than 12 times a minute.