

**St. Stephen's International School**  
**HEALTH AND SAFETY POLICY**

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# 1. INTRODUCTION

This Health and Safety Policy has been prepared by the Health and Safety Committee in consultation with interested parties. It contains our Health and Safety Policy and it defines the way we manage the health and safety hazards and risks associated with our business, premises and activities.

St Stephen's International School is committed to managing health and safety effectively to protect our employees and other persons with whom we interact because we recognise that we have not only a moral and legal duty but also that our employees are our greatest asset.

Our Health and Safety Policy Statement sets out our commitment and the objectives we aspire to in managing health and safety. [We will take appropriate action to:](#)

1. Provide and maintain, as far as is reasonably practicable, safe and healthy places of work; safe plant, equipment and machinery; safe systems and methods of work; safe methods of using, handling, storing and transporting articles and substances; and adequate facilities and arrangements for the welfare of all employees and pupils.
2. Provide all employees with the information, instruction, training and supervision that they require to perform tasks in a safe and capable manner and recognise and manage risk.
3. Develop risk awareness amongst all pupils so they are able to contribute to recognising and managing risk.
4. Provide and maintain a safe environment for all visitors to St. Stephen's School, bearing in mind that these visitors may not be aware of all the risks arising from their use of the School's facilities.
5. Manage risks to all employees, pupils and others (including the public) in so far as they come into contact with foreseeable work hazards and endeavour to prevent personal injury and ill health to all employees, pupils and others
6. Consult and cooperate with partners working with the School in delivering its services to ensure that foreseeable health, safety and welfare risks arising from such working are suitably and sufficiently managed.
7. Consult and communicate with employees on health and safety matters through each school's Head, Health and Safety Coordinator and Health & Safety Committee, and with school staff.

It is signed by the most senior person in our organisation to demonstrate that our commitment is led from the top.

Our approach to managing health and safety will be pragmatic and proportionate and will be prioritised according to risk with the objective of maintaining continuous improvement. We accept that we cannot eliminate risk from everything we do but we can manage risk in such a way that exposure to hazards is controlled as far as is reasonably practicable.

We recognise that improvement in health and safety will not happen by chance and that planning to manage using a systematic approach through risk assessment is a necessary first step and an ongoing process. In moving forwards we will attempt to eliminate risk through selection and design of buildings, facilities, equipment and processes. They will also be minimised by the use of physical controls or, as a last resort, through systems of work and personal protection.

Our success in managing health and safety will be measurable and we look to establish performance standards against which we can monitor our progress to identify future actions to go into our improvement programme.

Based on our performance measurement in the form of accident monitoring, internal monitoring and external audits, we will review our health and safety arrangements periodically and at least annually. The results of our measurement will be recorded and presented to the Board annually.

### **POLICY REVIEW**

This Health and Safety Policy will be reviewed annually.

As each review is completed it will be signed off by our nominated responsible person.

**Review Date**

**Signed:**

**Confirmed**

### **DOCUMENT CONTROL**

Any changes to the Health and Safety Policy must be considered by the Health and Safety Committee. The master copy of the Health and Safety Policy is kept on the Whole School Drive in the Staff Handbook folder. Any changes made to the Policy will be made on this master copy.

### **LEGISLATION**

As a business, St.Stephen's International School is mainly under the supervision of the Ministry of Education, Thailand. Consequently the Private Education Act and National Education Act apply. These Acts focus on the Health and Safety matters regarding young children and the provision of a safe and clean environment. Facilities and buildings are under the charge of the following agencies: Ministry of Education and Ministry of Labor Management & Welfare. The District Office is the government sub-agency that works closely to the school that locates at that area.

Secondly, the Thai labour law is implied for all employees (Thai & Foreigners) and their working conditions. As a specialist field, other government agencies work in minor areas. Legislation from the following government organisations also apply to St. Stephen's International School.

1. Social Security Fund, Ministry of Labour Management and Welfare
2. Department of Labour Protection and Welfare, Ministry of Labour Management and Welfare
3. Department of Construction, Ministry of Labour Management and Welfare
  - 3.1 Labour Law
  - 3.2 Trainings of Fire Drill and Evacuation
4. District office (Chattuchak District), Bangkok Governor, Ministry of Interior
  - 4.1 Department of Public Health
  - 4.2 Department of Environment
5. Private School Act, Ministry of Education (Formal Schools)
  - 5.1 Working Protection
  - 5.2 Supervision
6. Department of Industrial Products' Standards, Ministry of Industry
7. Department of Water Supply Authority of Thailand, Ministry of Interior
8. Department of Electricity Authority of Thailand, Ministry of Interior
9. Police Bureau, Ministry of Interior
10. Department of Transportation, Ministry of Transportation.
11. Ministry of Energy

## 2. HEALTH AND SAFETY POLICY STATEMENT

The management of St. Stephen's International School recognises that it has a legal duty of care towards protecting the health and safety of its employees, pupils and others who may be affected by the school's activities.

In order to discharge its responsibilities the management of the school will:

- bring this Policy Statement to the attention of all employees
- carry out and regularly review risk assessments to identify proportionate and pragmatic solutions to reducing risk
- communicate and consult with our employees on matters affecting their health and safety
- comply fully with all relevant legal requirements, codes of practice and regulations at International, National and Local levels
- eliminate risks to health and safety, where possible, through selection and design of materials, buildings, facilities, equipment and processes
- Instil a good health and safety culture by encouraging staff to identify and report hazards so that we can all contribute towards improving safety
- ensure that emergency procedures are in place at all locations for dealing with health and safety issues

- maintain our premises, provide and maintain safe plant and equipment
- only engage contractors who are able to demonstrate due regard to health & safety matters
- provide adequate resources to control the health and safety risks arising from our work activities
- provide adequate training and ensure that all employees are competent to do their tasks
- provide an organisational structure that defines the responsibilities for health and safety
- provide information, instruction and supervision for employees
- regularly monitor performance and revise policies and procedures to pursue a programme of continuous improvement
- where risks cannot be eliminated they will be minimised by substitution, the use of physical controls or safe systems of work or as a last resort through use of personal protective equipment.

This Health and Safety Policy will be reviewed at least annually and revised as necessary to reflect changes to the school activities and any changes to legislation. Any changes to the policy will be brought to the attention of all employees.

**Signed:**

**Dated:**

**School Director:**

**Signed:**

**Dated:**

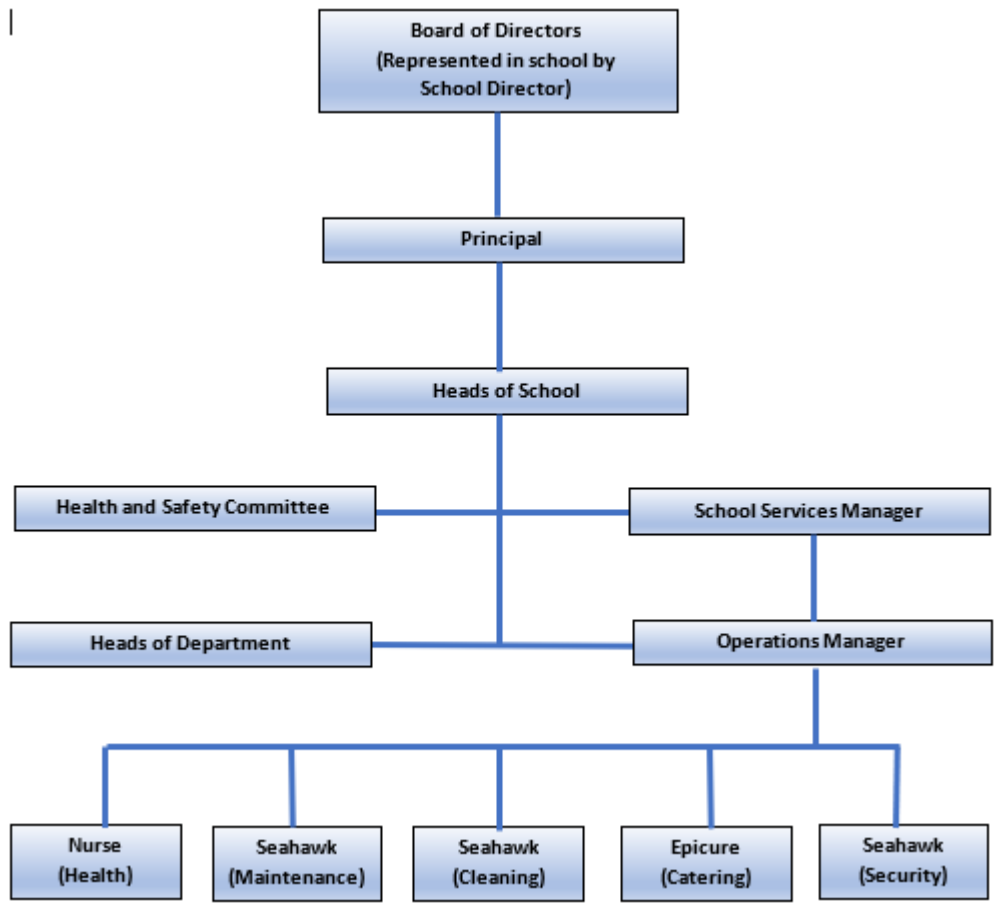
**Principal:**

## **St. Stephen's International School**

### **Organisation Chart for the Management of Health and Safety**

## **3. ORGANISATION FOR HEALTH AND SAFETY**





The overall responsibility for health and safety rests at the highest management level. However, it is the responsibility of every employee to co-operate in providing and maintaining a safe place of work.

This part of our policy allocates responsibilities to line managers to provide a clear understanding of individuals' areas of accountability in controlling factors that could lead to ill health, injury or loss. Managers are required to provide clear direction and accept responsibility to create a positive attitude and culture towards health and safety.

The following positions have been identified as having key responsibilities for the implementation of our health and safety arrangements:

**Hands Management Ltd. (Board of Directors)**  
**Principal**  
**School Service Manager**

**School Director**  
**Heads of School**

## 4. HEALTH AND SAFETY RESPONSIBILITIES

The Directors, Principal, / Heads of School, senior staff and designated health and safety staff will take all reasonable steps to identify and reduce hazards to a minimum. To assist in this all staff and pupils must be aware of their own and others personal safety in any of the schools activities, both on and off site.

### 4.1 Hands Management Ltd - Board of Directors

Hands Management Ltd. has the ultimate responsibility for the health and safety of the school. It discharges this responsibility via the School Director, Principal, Heads of School, School Services Manager and the Heads of Departments. and leaders of ECAs

The Board of Directors will ensure that:

- they provide a lead in developing a positive health and safety culture throughout the school.
- any decisions reflect its health and safety intentions
- adequate resources are available for the implementation of health and safety
- an effective management structure for the implementation of health and safety is established
- they will promote the active participation of employees in improving health and safety performance
- they review the health and safety performance of the school annually and plan safety improvements for the following year

#### **4.2 School Director**

The School Director represents the Board in school and has a strategic role in the running of the school including the management of health and safety.

The School Director will ensure that:

- he provides a lead in developing a positive health and safety culture throughout the school
- any decisions reflect the Boards' health and safety intentions
- adequate resources are available for the implementation of health and safety
- an effective management structure for the implementation of health and safety is established
- the active participation of employees in improving health and safety performance will be promoted
- the health and safety performance of the school is reviewed annually and safety improvements planned for the following year.
- health and safety objectives are set across the whole school and for each department where appropriate
- standards of health and safety are set across all areas
- a health and safety plan of continuous improvement is created and monitored for progress against agreed targets
- a risk management programme is developed and implemented across the school
- senior management are competent to fulfil their health and safety responsibilities and that effective training programmes have been put in place
- a system of communication and consultation with employees is established via the Health and Safety Committee
- matters raised by the Health and Safety Committee are considered for action
- monitoring systems are in place to monitor the effectiveness of the schools risk control
- health and safety policies and procedures are reviewed in light of the results of internal and external audits
- actions required by enforcing authorities are programmed and included within health and safety plans to ensure legal compliance.

#### **4.3 Principal**

The Principal has overall responsibility for ensuring compliance with Health and Safety legislation in the day to day running of the school but delegates the responsibility for implementation to the School Services Manager, Heads of School and academic Heads of Department.

The Principal will ensure that:

- our Health and Safety Policy is implemented, monitored, developed, communicated effectively, reviewed and amended as required
- a health and safety plan of continuous improvement is created and progress is monitored against agreed targets
- suitable and sufficient funds, people, materials and equipment are provided to meet all health and safety requirements
- senior management designated with health and safety responsibilities are provided with support to enable all health and safety objectives to be met
- a positive health and safety culture is promoted. Senior leadership develop a pro-active safety culture, which will permeate into all activities undertaken and reach all personnel
- a system of communication and consultation with employees is established
- effective training programmes have been put in place
- an annual report on the safety performance of the school is presented to the board

#### **4.4 Heads of School**

The Heads of School have responsibility for ensuring compliance with health and safety policy in the day to day running of their respective schools.

The Heads of School will ensure that:

- our Health and Safety Policy is implemented, monitored, developed, communicated effectively, reviewed and amended as required within their schools
- they support the Principal in the creation of a health and safety plan of continuous improvement and monitor its progress against agreed targets within their areas of responsibility
- suitable and sufficient funds, people, materials and equipment are provided to meet all health and safety requirements
- use or request support as required to enable all health and safety objectives to be met
- a positive health and safety culture is promoted within their schools. Senior leadership develop a proactive safety culture, which will permeate into all activities undertaken and reach all personnel
- a system of communication and consultation with employees within the schools is established
- effective training programmes have been put in place
- they support and advise the Principal in the creation of an annual report on the safety performance of the school

#### **4.5 School Services Manager**

The School Services Manager as the person with special responsibility for health and safety will ensure that:

- the School Director, the Principal, Heads of School and the Health and Safety Committee are advised of relevant changes in health and safety legislation, codes of practice and Ministry of Education standards as appropriate.
- risk assessment requirements are co-ordinated and the implementation of any action required is monitored
- risk assessments are reviewed regularly and any changes are brought to the attention of staff who may be affected

- regular Health and Safety Committee meetings are held where health and safety issues can be raised and discussed
- they provide advice on health and safety training requirements
- details of accidents, dangerous occurrences or diseases that are notifiable are reported to the Enforcing Authorities
- they assist Heads of Departments in investigating and recording accident investigations
- contact with external organisations such as the emergency services is co-ordinated
- health assessment requirements are identified and advised to management
- the schedule of statutory examinations of plant, equipment and vehicles is maintained and Heads of Department are made aware of impending examinations.
- premises, plant, equipment and school vehicles are maintained in a safe condition
- adequate arrangements are in place to ensure the security of the school, the staff, visitors and pupils.
- adequate arrangements for fire and first aid are established
- welfare facilities provided are maintained in a satisfactory state
- contractors engaged are reputable, can demonstrate a good health and safety record and are made aware of relevant local health and safety rules and procedures
- health and safety notices are displayed

#### **4.5 The Operations Manager will:**

- actively lead the implementation of our Health and Safety Policy
- supervise their staff to ensure that they work safely
- ensure safe systems of work are developed and implemented
- ensure that risk assessments are completed, recorded and regularly reviewed
- ensure that accidents, ill health and 'near miss' incidents at work are investigated, recorded and reported
- communicate and consult with staff on health and safety issues
- encourage staff to report hazards and raise health and safety concerns
- ensure that safety training for staff is identified, undertaken and recorded to ensure staff are competent to carry out their work in a safe manner
- ensure that issues concerning safety raised by anyone are thoroughly investigated and, when necessary, further effective controls implemented
- ensure that personal protective equipment is provided and that staff are instructed in its use and that records are kept
- ensure that hazardous substances are stored, transported, handled and used in a safe manner according to manufacturer's instructions and established rules and procedures.

#### **4.6 Heads of Department/Subject**

Heads of Department will ensure that in their areas of control:

- they actively lead the implementation of the Health and Safety Policy
- they supervise their staff to ensure that they work safely
- the completion of written risk assessments of teaching practices and activities including equipment and substances; that any general advice on safety matters given by the MoE, and other relevant bodies in relation to the school are implemented, that this is then translated into written safe methods of working practice
- safe methods of work are implemented

- inform pupils, staff and visitors as to their own personal safety and makes sure they are aware of the health and safety procedures in place
- risk assessments are regularly reviewed
- accidents, ill health and 'near miss' incidents at work are recorded, investigated and reported to the School Services Manager and the relevant Head of School
- they communicate and consult with staff on health and safety issues
- they encourage staff to report hazards and raise health and safety concerns
- safety training for staff is identified, undertaken and recorded to ensure staff are competent to carry out their work in a safe manner
- issues raised by anyone concerning safety are thoroughly investigated and, when necessary, further effective controls implemented
- equipment is maintained in a safe condition
- statutory examinations are planned, completed and recorded
- personal protective equipment is provided and worn by staff and pupils, and that staff and pupils are instructed in its use
- any safety issues that cannot be dealt with are referred to the Head of School / Principal for action
- hazardous substances are stored, transported, handled and used in a safe manner according to manufacturers' instructions and established rules and procedures. This is especially important in the Secondary Science Department with respect to chemicals used in practicals
- agreed safety standards are maintained, particularly those relating to housekeeping
- all relevant safety documents are maintained and made available to all employees
- health and safety rules are followed by staff and pupils.
- they perform regular health and safety inspections within their department as required by the Principal / Heads of School.

#### **4.7 Operations Manager**

The Operations Manager will ensure that:

- school buildings and plant are maintained in accordance with the Health and Safety Policy
- records of servicing and maintenance are retained and kept up to date
- contractors engaged are reputable, can demonstrate a good health and safety record and are made aware of relevant local health and safety rules and procedures. Fire extinguishers should be checked monthly by the Operations team, and services annually by a qualified outside agency, to be appointed by the Operations Manager.
- safe systems of work are developed and implemented

#### **4.8 Teachers**

Teachers will ensure that in their areas of responsibility:

- they actively lead the implementation of the Health and Safety Policy
- they supervise their staff and students to ensure that their lessons and activities are carried out safely
- safe teaching practices are developed and implemented
- risk assessments are completed, recorded and regularly reviewed
- accidents, ill health and 'near miss' incidents at work are investigated, recorded and reported to the School Services Manager and relevant Head of School
- they communicate and consult with staff on health and safety issues
- they encourage staff and students to report hazards and raise health and safety concerns
- safety training for staff is identified, undertaken and recorded to ensure staff are competent to carry out their work in a safe manner

- issues raised by anyone concerning safety are thoroughly investigated and, when necessary, further effective controls implemented
- equipment is maintained in a safe condition
- personal protective equipment where required is provided and that staff and students are instructed in its use
- any safety issues that cannot be dealt with are referred a more senior or more qualified colleague for action
- hazardous substances are stored, transported, handled and used in a safe manner according to manufacturer's instructions and established rules and procedures
- agreed safety standards are maintained, particularly those relating to housekeeping
- all relevant safety documents including CLEAPSS, guides, etc. are maintained and made available to all employees
- health and safety rules are followed by all staff and students.

#### **4.9 Catering Manager**

The Catering Manager will ensure that in their areas of control:

- they actively lead the implementation of our Health and Safety Policy
- they supervise their staff to ensure that they work safely
- safe systems of work are developed and implemented
- risk assessments are completed, recorded and regularly reviewed
- accidents, ill health and 'near miss' incidents at work are investigated, recorded and reported
- they communicate and consult with staff on health and safety issues
- they encourage staff to report hazards and raise health and safety concerns
- safety training for staff is identified, undertaken and recorded to ensure staff are competent to carry out their work in a safe manner
- issues concerning safety raised by anyone are thoroughly investigated and, when necessary, further effective controls implemented
- catering equipment is maintained in a safe condition
- statutory examinations are planned, completed and recorded
- personal protective equipment is provided, staff instructed in its use and that records are kept
- adequate arrangements for fire and first aid are established
- any safety issues that cannot be dealt with are in the first instance referred to the Operations Manager for action
- welfare facilities provided are maintained in a satisfactory state
- hazardous substances are stored, transported, handled and used in a safe manner according to manufacturer's instructions and established rules and procedures
- health surveillance is carried out and records are kept
- agreed safety standards are maintained particularly those relating to housekeeping
- health and safety rules are followed by all
- high standards of food safety are maintained.

#### **4.10 Cleaning Supervisor**

The Cleaning Supervisor will ensure that in their areas of control:

- they implement our Health and Safety Policy
- they supervise their staff to ensure that they work safely
- they communicate and consult with staff on health and safety issues

- health and safety rules are followed by all
- they encourage staff to report hazards and raise health and safety concerns
- issues concerning safety raised by anyone are thoroughly investigated and, where necessary, further effective controls implemented and communicated to staff
- any safety issues that cannot be dealt with themselves are referred to a senior manager for action
- safety training for staff is identified, undertaken and recorded to ensure that they are competent to carry out their work in a safe manner
- safe systems of work are developed and implemented
- accidents, ill health and 'near miss' incidents at work are recorded investigated and reported
- personal protective equipment is readily available and maintained, and relevant staff are aware of the correct use of this and the procedures for replacement
- hazardous substances are stored, transported, handled and used in a safe manner according to manufacturer's instructions and established rules and procedures
- health and safety rules are followed by all

#### **4.11 Students**

All students must:-

- cooperate with teachers and school staff on health and safety matters;
- not interfere with anything provided to safeguard their own health and safety;
- take reasonable care of their own health and safety; and report all health and safety concerns to a teacher.

#### **4.12 Employees**

All employees must:

- take reasonable care of their own safety
- take reasonable care of the safety of others affected by their actions
- observe the safety rules
- comply with the Health and Safety Policy
- conform to all written or verbal instructions given to them to ensure their personal safety and the safety of others
- dress sensibly and safely for their particular working environment or occupation
- conduct themselves in an orderly manner in the workplace and refrain from any antics or pranks
- use all safety equipment and / or protective clothing as directed
- avoid any improvisations of any form which could create an unnecessary risk to their personal safety and the safety of others
- maintain all equipment in good condition and report defects to their supervisor
- report any safety hazard or malfunction of any item or plant or equipment to their supervisor
- report all accidents to their supervisor whether an injury is sustained or not
- attend as requested any health and safety training course
- observe all laid down procedures for processes, materials and substances used
- observe the fire evacuation procedure and the position of all fire equipment and fire exit routes

#### **4.13 Contractors**

All contractors must:

- take reasonable care of their own safety
- take reasonable care of the safety of pupils, school staff and others affected by their actions
- observe the safety rules of the school
- submit their health and safety policy and relevant risk assessments to the school for approval
- comply with and accept our health and safety policy, if they do not have one
- dress appropriately, sensibly and safely when on school premises and for the task being undertaken
- conduct themselves in an orderly manner in the workplace and refrain from any antics or pranks
- use all safety equipment and/or protective clothing as required by the school and as indicated in the risk assessment for the task
- avoid any work in the vicinity of students or school staff unless they have been given express permission by one of the Heads of School or the Principal.
- avoid any improvisations of any form which could create an unnecessary risk to their personal safety and the safety of others
- maintain all equipment in good condition, not use any defective equipment and ensure that any portable electrical equipment bears a current test certificate
- report any safety hazard or malfunction of any item of plant or equipment to their supervisor
- report all incidents to their supervisor and to the school whether an injury is sustained or not
- ensure that their employees only use equipment for which they have been trained
- attend as requested any health and safety training course
- observe all agreed procedures for processes, materials and substances used
- observe the fire evacuation procedure and the position of all fire equipment and not obstruct fire exit routes
- provide adequate first aid arrangements unless otherwise agreed with the school.

#### **4.14 Visitors**

- All visitors are required to sign in at the reception. Visitors will be collected from reception by the member of staff concerned or escorted to the appropriate area of the school.
- Hirers / users of the school premises must use plant, equipment and substances correctly and use the appropriate safety equipment. They will be made aware of their obligations in relation to health and safety when making the booking.
- Whilst on site, all visitors and contractors must wear a visitor's badge.
- If a member of staff meets someone on site who they do not recognise and is not wearing a visitors badge, they should, if they do not feel threatened, enquire if the person needs assistance and direct them either to the reception or off the site as appropriate.
- If an intruder is uncooperative in going to the reception or leaving the site, or a member of staff feels threatened, or is threatened with violence or a violent attack takes place, immediate help from the police should be sought by telephone (191)

#### **4.15 Health and Safety Committee**

The Health and Safety Committee is the consultative body of the school for health and safety.



The Health and Safety Committee will:

- consider and support the school's policies for health, safety and welfare and assist in monitoring and reviewing their effectiveness
- consider forthcoming legislation and assess its implications and where necessary to recommend the establishment of rules or the review of existing procedures of any school activity
- promote health and safety communication and training in the organisation at all levels
- receive detailed reports of investigations into all reportable accidents, dangerous occurrences and cases of reportable diseases to consider the effectiveness of any action taken to prevent future similar accidents
- receive a list of all other recorded accidents or near misses and consider the effectiveness of any remedial action taken to prevent future similar incidents
- consider reports of internal and external monitoring of the school
- ensure trends in accident statistics are identified and to make recommendations for action
- keep under review communications and publicity relating to health, safety and welfare and where necessary to recommend any improvements or changes
- consider reports provided by inspectors of enforcing authorities
- consider relevant health, safety and welfare matters raised by members of the committee.

## **5. HEALTH AND SAFETY RULES**

This section of our Health and Safety Policy specifies the rules laid down for the attention of all employees. These rules are prepared in accordance with legal requirements and acknowledged safe working practices. In addition to the legal duty imposed upon employees to comply with these rules, failure to observe them will be considered to be a breach of the contract of employment and will result in disciplinary action being taken.

Employees are reminded that a breach of health and safety legislation by an employee is a criminal offence and action taken by an enforcing officer against an individual may result in heavy penalties.

Safety rules may vary depending upon the nature of work and the circumstances therefore the overriding requirement is that employees are expected to act in a sensible manner and adhere to verbal instructions given by management.

### **5.1 General**

- It is the duty of all employees to cooperate with the Board of Directors in fulfilling their legal obligations in relation to health and safety.
- Employees must not intentionally or recklessly interfere with anything provided in the interests of health, safety or welfare.
- Employees are required to notify management of any unsafe activity, item or situation.

### **5.2 Working Practices**

- Employees must not operate any item of plant or equipment unless they have been trained and authorised.
- Employees must make full and proper use of all equipment guarding.
- Employees must not clean any moving item of plant or equipment.
- Employees must not make any repairs or carry out maintenance work of any description unless authorised to do so.
- Employees must use all substances, chemicals, liquids etc, in accordance with all written instructions.
- Employees must not smoke on site - - St Stephen's International School is a non-smoking site.

### **5.3 Hazard / Warning Signs and Notices**

- Employees must comply with all hazard/warning signs and notices displayed on the premises.

### **5.4 Working Conditions / Environment**

- Employees must make proper use of all equipment and facilities provided to control working conditions/ environment.
- Employees must keep stairways, corridors, classrooms and work areas clear and in a clean and tidy condition.
- Employees must dispose of all rubbish, scrap and waste materials using the facilities provided.
- Employees must clear up any spillage or liquids in the prescribed manner.
- Employees must deposit all waste materials and substances at the correct disposal points and in the prescribed manner.

### **5.5 Protective Clothing and Equipment**

- Employees must use all items of protective clothing/equipment provided as instructed.
- Employees must store and maintain protective clothing/equipment in the approved manner.
- Employees must report any damage, loss, fault or unsuitability of protective clothing/equipment to their supervisor.

## **5.6 Fire Precautions**

- Employees must comply with all laid down emergency procedures.
- Employees must not obstruct any fire escape route, fire equipment or fire doors.
- Employees must not misuse any fire fighting equipment provided.
- Employees must report any use of fire fighting equipment to their supervisor.

## **5.7 Accidents**

- Employees must seek medical treatment for work related injuries they receive by contacting a designated first aider. Upon returning from treatment they must report the incident to their supervisor.
- Employees must ensure that any accident or injury treatment is properly recorded in the accident book.
- Employees must notify management of any incident in which damage is caused to property.

## **5.8 Health**

- Employees must report to management any medical condition or medication which could affect the safety of themselves or others.
- Employees must cooperate with the management on the implementation of the medical and occupational health provisions.

## **5.9 School Transport**

- Drivers must carry out prescribed checks of vehicles prior to use and in conjunction with the laid down checking procedure.
- Employees must not drive or operate any vehicles for which they do not hold the appropriate driving licence or permit.
- Employees must not carry unauthorised passengers or unauthorised loads.
- Employees must not use vehicles for unauthorised purposes.
- Employees must not load vehicles above the stated capacity.
- Employees must not drive or operate vehicles whilst suffering from a medical condition or illness that may affect their driving or operating ability.
- Employees must not drive whilst using a mobile phone or any other electronic device
- Employees must drive vehicles defensively and following all road related laws, with the health, safety and wellbeing of their passengers and themselves as their first priority.

## **5.10 Rules Covering Gross Misconduct**

An employee will be liable to summary dismissal if they are found to have acted in any of the following ways:

- A serious or wilful breach of safety rules.
- Unauthorised removal or interference with any guard or protective device.
- Unauthorised operation of any item of plant or equipment.
- Unauthorised removal of any item of first aid equipment.

- Wilful damage to, misuse of or interference with any item provided in the interests of health and safety or welfare at work.
- Unauthorised removal or defacing of any label, sign or warning device
- Horseplay or practical jokes that could cause accidents
- Making false statements or in any way deliberately interfering with evidence following an accident or dangerous occurrence.
- Misuse of any item of equipment, utensil, fitting / fixture, vehicle or electrical equipment.

## 6. ARRANGEMENT SUMMARY

### Risk Assessments

#### **What is a risk assessment?**

A risk assessment is a tool for conducting a formal examination of the harm or hazard to people that could result from a particular activity or situation.

- A hazard is something with the potential to cause harm (e.g. fire).
- A risk is an evaluation of the probability (or likelihood) of the hazard occurring (e.g. a chip pan will catch fire if left unattended).
- A risk assessment is the resulting assessment of the severity of the outcome (e.g. loss of life, destruction of property).
- Risk Control Measures or Safe Operating Systems are the measures and procedures that are put in place in order to minimise the consequences of unfettered risk (e.g. staff training, clear work procedures, heat detectors, fire alarms, fire practices, gas and electrical shut down points and insurance).
- Risk Assessments focus on prevention, rather than reaction when things go wrong. In many cases simple measures are very effective and not costly.
- Risk assessments need reviewing and updating regularly.
- Training in relation to risk assessments is delivered annually.

#### **What are the areas of risk assessment?**

- A large range of activities will be carried out at HNPS, each of which will require a separate risk assessment. The most important of these cover:
  - Fire safety and procedures
  - Educational visits and trips
  - Site usage e.g. the playground area & communal areas

But risk assessments are also needed for many other areas, including:

- Educational activities
- Some Science activities
- PE and Sport Activities
- Staff, e.g. pregnancy, return under 'fit for work' limitations issued by GP

To help us carry out effective risk assessments, and assess all risks adequately, we make use of model or generic risk assessments, for our educational activities and visits.

- Child Protection and Pastoral Care
- Our Safeguarding Policy outlines the procedures in place to identify children at risk beyond the environs of school.
- Medical and First Aid
- Our Administering Medicines and Inclusion Policies outline the procedures for managing children's medication. The Principal is responsible for reporting any notifiable accident that occurs on school premises to a pupil, member of staff, parent, visitor or contractor to the authorities.

#### **Unsafe areas**

- We ensure that pupils understand why they do not have access to potentially dangerous areas, such as the boiler room, the roof and storage areas in the basement.
- Where they are not fire escapes, doors to these areas are kept locked at all times when not in use. All flammables are kept securely locked. Pupils do not have access to catering, maintenance and cleaning stores of the school

### **Risk assessments will be undertaken by:**

- Classroom: Individual class teachers / school service manager / science laboratory technician
- Maintenance: School service manager
- Cleaning: Cleaning Supervisor
- Educational visits / residential trips: Individual trip leader / Head of School / Principal
- Fire: External contractor

### **Consultation with Employees**

Health and Safety Committee representatives for 2022-2023 are:

John Lambert - Chair (Head of Secondary, Mr Ting (Head of Operations), Mr Gust (Operations) Mr David Marshal (Year 5 Teacher/Assessment and Mathematics Coordinator-Primary), Miss Sophie Wilson (EYFS Manager), Mr. Selwyn Lespoir (Head of Science, Chemistry Teacher).

Minutes for Health and Safety meetings are available to all employees on the Whole Staff shared drive. Minutes of health and safety meetings are also emailed to all staff once the minutes have been agreed at the subsequent meeting.

### **Building Plant and Equipment Maintenance**

The person responsible for maintenance and repair of equipment is:

Day to day: Head of Maintenance

Science: Lab Technician

Annual / repair: Contractors and Seahawk Maintenance

### **Safe Handling and Use of Substances**

The person responsible for identifying hazardous substances and obtaining Data Sheets is:

Maintenance: School Services Manager/Operation Manager

Cleaning and pest control: Operation Manager

Catering: Epicure

Classroom: Head of Science

### **Competency for Tasks**

A register of competent, qualified staff is maintained by the CPDL co-ordinator.

First Aid: Qualified nurses are expected to be the first to offer first aid in all except immediate emergency situations.

Qualified First Aiders: School Nurse

Qualified First Aiders (For the outdoors):

Epipen: A register of staff trained and prepared to deliver epipen is maintained by the the CPDL Co-ordinator/School Nurse

**First Aid Boxes can be found at:**

Nurse: Building 1 - Infirmary

Building 3 - Academic Office

Admission office: Building 2

**The Accident Book is located:**

Nurse: Building 1 - Infirmary

**The AED (Automatic external defibrillation) device is located:**

Nurse: Building 1 - Outside Infirmary

**The fumigation machine is located: Operation store room, Building 2**

**Monitoring**

Health and safety checks will be carried out termly / annually by:  
Operations / Seahawk Maintenance.

Fire alarms are tested weekly by: Seahawk maintenance

Duck and cover alarms are tested weekly by: Seahawk maintenance

**Educational Visits**

The person responsible for coordinating educational visits is:

Primary and Early Years: Head of Primary

Secondary: Head of Secondary

**Contractors:**

The person responsible for authorising contractors within school is:

Strategic: School Director

Day to day: Operations Manager/Seahawk Maintenance

## 7. ARRANGEMENTS

### 7.1 Accident, Recording and Investigation

This policy sets out the procedures that are to be followed when any employee, pupil, visitor or contractor has an accident, near miss or dangerous occurrence on the school's premises.

Employees who develop a work-related illness must also report via these procedures.

#### Definitions:

An **accident** is an unplanned event that causes injury to persons, damage to property or a combination of both.

A **near miss** is an unplanned event that does not cause injury or damage but could do so.

A **work-related illness** is illness that is contracted by an employee through the course of work as a result of activities carried out by the school.

**The Accident Book** All accidents resulting in personal injury must be recorded on an Accident Report Form (in the Accident Book).

Completed Accident Report Forms will be stored to comply with the requirements of GDPR.

Completed Accident Report Forms will be reviewed regularly by the Principal to ascertain the nature of incidents that have occurred in the school. This review will be in addition to any investigation of the circumstances surrounding each incident.

All near misses must also be reported to the appropriate Head of School / School Services Manager or the Principal as soon as possible so that action can be taken to investigate the causes and to prevent recurrence.

Employees must ensure that they are aware of the location of the accident book.

#### Investigation

All injury related accidents where a serious injury has occurred will be investigated:

- to ensure that all necessary information in respect of the accident or incident is collated
- to understand the sequence of events that led to the accident or incident
- to identify the unsafe acts and conditions that contributed to the cause of the accident or incident
- to identify the underlying causes that may have contributed to the accident or incident
- to ensure that effective remedial actions are taken to prevent any recurrence
- to enable a full and comprehensive report of the accident or incident to be prepared and circulated to all interested parties



- to enable all statutory requirements to be adhered to

The investigation will include obtaining signed witness statements, photographs and drawings as appropriate.

## 7.2 Asbestos

The school will protect employees, pupils and other persons potentially exposed to asbestos as far as is reasonably practicable. Everyone who needs to know about the presence of asbestos will be alerted. No one will be allowed to start any work that could disturb asbestos unless the correct procedures are to be employed.

This will be achieved by minimising exposure through:

- the management of asbestos-containing materials in school premises by
- **Assessment** - The premises will be surveyed to determine whether asbestos containing materials are present. It will be presumed that materials contain asbestos unless there is strong evidence to the contrary.
- The amount and condition of the asbestos containing material will be assessed and measures will be identified to ensure that airborne asbestos fibres are not present or formed in the workplace.
- **A Written Plan** - A written plan or register that sets out the location of the asbestos containing material and how the risk from this material will be managed will be prepared and steps will be taken to put the plan into action. The plan or register will be made available and the arrangements will be reviewed at regular intervals or when there has been a significant change to the organisation or personnel.
- **Access to Asbestos-containing Materials** - Access to asbestos-containing materials in the premises will be controlled so as to prevent inadvertent disturbance of the material and the release of asbestos fibres. Procedures will be put in place to ensure that anyone liable to disturb asbestos-containing materials is made aware of their location.
- **Monitoring and Maintenance** - The condition of all asbestos-containing materials or materials suspected of containing asbestos will be inspected at agreed intervals to ascertain that there has been no damage or deterioration. Where damage or deterioration is found the asbestos-containing material will be reassessed and repaired or removed as appropriate.
- the management of work in school premises that may contain asbestos
- **Training and Information** - Employees who may come into contact with asbestos containing materials (ACM's) through the course of their work will receive adequate training and information such that they can recognise potential ACM's and know what precautions to take.

### Asbestos-related Emergencies

Procedures to deal with asbestos-related incidents will be put in place (including the provision of information and warning systems) unless there is only a slight risk to the health of employees, pupils and others.

### Arrangements for Controlling Work on Asbestos

Any work on, or removal of, asbestos-containing materials will be controlled to ensure that adequate precautions are taken to prevent the release of asbestos fibres.

## **Selection and Control of Contractors to Work on Asbestos-containing Materials**

When contractors are engaged to work on school premises, adequate steps will be taken to ensure the contractors are competent and have sufficient skills and knowledge to do the job safely and without risks to health.

### **Procedures for Dealing with Health and Safety Issues**

Where an employee raises a health and safety problem related to work with asbestos, the school will:

- take all necessary steps to investigate the circumstances
- take corrective measures where appropriate
- advise the employee of actions taken

Where a problem arises relating to the condition of, or during work on, asbestos-containing material, the employee must:

- inform the Operations Manager or the School Services Manager
- in the case of an accident or emergency, respond quickly to ensure effective treatment.

## **7.3 Contractors**

When working on school premises it is considered that contractors are joint occupiers for that period and therefore we have both joint liabilities in “common areas”. In order to meet our legal obligations with regard to contractors we will ensure that prior to engaging any contractor they are competent and that any works are carried out safely.

The following factors will be considered as part of our procedures for vetting contractors:

- viewing the contractor’s own safety policy, risk assessments, method statements, permits to work, etc as applicable
- clarification of the responsibility for provision of first aid and fire extinguishing equipment
- details of articles and hazardous substances intended to be brought to site, including any arrangements for safe transportation, handling, use, storage and disposal
- details of plant and equipment to be brought onto site, including arrangements for storage, use, maintenance and inspection
- clarification for supervision and regular communication during work including arrangements for reporting problems or stopping work in cases where there is a serious risk of personal injury
- confirmation that all workers are suitably qualified and competent for the work (including a requirement for viewing of evidence where relevant)
- evidence showing that appropriate Employers and Public Liability Insurance is in place

Clearly, it will not be necessary to go to such elaborate lengths if the contract is very short and will not create hazards of any significance. The complexity of the arrangements will be directly proportional to the risks and consequences of failure.

Similarly we have a parallel duty to the contractor and must ensure that the contractor is not put at risk by our own activities for the duration of the contract.

We will stop contractors working immediately if their work appears unsafe. Staff should report any concerns to the School Services Manager immediately.

## **7.4 Communication and Consultation**

The school recognises that it is important to establish arrangements to communicate and consult with employees on issues affecting their health and safety and to take account of their views.

To achieve this objective we will:

- establish effective lines of communication via the Health and Safety Committee
- involve and consult with employees through:
  - individual conversations
  - notice boards
  - internal publications
  - staff meetings
  - health and safety meetings
- consult with employees when changes to activities, equipment, work methods etc. are to be introduced that may affect their health and safety.

## **7.5 Disabled Persons including students with Additional Physical and Educational Needs**

The school will give full and proper consideration to the needs of disabled employees, students and visitors. To achieve this the school will:

- treat all disabled employees, students and visitors with respect and dignity, both in the provision of a safe working environment and in equal access to the school's facilities.
- ensure that risk assessments are undertaken of the additional needs of the disabled and carry out reasonable adjustments to the premises / study or employment arrangements.
- encourage employees with additional needs to suggest premises or task improvements to their line managers
- discipline any employees found treating their disabled colleagues with less than the expected standards of respect and dignity
- ensure that in the event of an emergency evacuation, suitable plans are in place that will assist disabled people to leave the premises swiftly

### **Risk assessment of pupils with Special Education needs will consider:**

- manual handling of students with physical disabilities;
- using mechanical aids and equipment;
- administering medical treatment and minimising the risk of infection;

### **When to assess:**

So far as is reasonably practicable, risk assessments of the students with additional needs will be made:

- before students are admitted
- when planning educational activities on and off of site including residential visits
- when planning and purchasing new facilities or when work practices are being introduced or changed
- when an existing student develops an additional need where there may not have been one previously, or where an existing condition changes

## 7.6 Display Screen Equipment (DSE)

All reasonable steps will be taken by the school to secure the health and safety of employees and pupils who work with display screen equipment. To achieve this objective the school will:

- identify those employees who are DSE user's
- carry out an assessment of each user's workstation
- implement necessary measures to remedy any risks found as a result of the assessment
- provide adequate information and training to persons working with display screen equipment
- endeavour to incorporate changes of task within the working day, to prevent intensive periods of on-screen activity
- review software to ensure that it is suitable for the task and is not unnecessarily complicated
- advise existing employees, and all persons applying for work with display screen equipment, of the risks to health and how these are to be avoided
- investigate any discomfort or ill-health believed to be associated with the use of display screen equipment and take appropriate remedial action
- make special arrangements for individuals with health conditions that could be adversely affected by working with display screen equipment.

### ***DSE 'Users'***

This policy is aimed at those who regularly use DSE:

- for continuous periods of more than one hour *and*
- for more than 2½ hours per day

Typically this will therefore apply to administrative functions, the teaching of computer skills and other prolonged users. Others, including pupils, who operate DSE should have a workstation which meets the standards set down in the regulations.

### ***Employees must:***

- comply with the instructions and training given regarding safe workstation set-up and use, including the need for regular changes of activity or breaks and the use of the equipment provided
- inform their manager of any disability or health condition which may affect their ability to work using display screen equipment or be affected by working with DSE (this information will be treated confidentially)
- report to their manager any discomfort or health concern believed to be associated with the use of DSE (this information will be treated confidentially)

### ***Summary of Key Actions***

The key actions necessary to control the health and safety risks arising from the use of Display Screen Equipment (DSE) are to: Identify all individuals who are classified as DSE 'Users'.

- Ensure risk assessments of DSE workstations are carried out using the Display Screen Equipment Workstation Assessment Form.
- Supply users with information and/or training on the safe use of Display Screen Equipment.
- Advise staff about setting up laptops on a suitable surface and the risks of working for prolonged periods.

- Ensure remedial actions identified by DSE risk assessments have been carried out.
- Review risk assessments annually or sooner if significant changes have occurred.

## 7.7 Driving

The school is committed to reducing the risks to its staff, pupils and others when being driven in the school coach and minibus and therefore will:

- ensure risk assessments are completed and that journeys are planned
- not put unreasonable time constraints on travel
- ensure drivers are competent and fit to drive
- provide any additional training that may be deemed necessary to reduce driving related occupational risks
- provide sufficient information and guidance for drivers to enable them to understand the additional occupational risks involved in driving
- require drivers to annually submit copies of their current driving licence
- provide adequate insurance for the vehicle, the driver, occupants and third parties
- maintain them to the required legal standard and ensure suitable for their purpose
- provide and maintain additional tools and equipment necessary for the purposes of the journey
- provide access to breakdown support and recovery
- provide no smoking signs for inside the vehicle
- ensure the vehicle carries a suitably equipped first aid box

### Drivers

Drivers will remain responsible for their safety and others and must comply with the rules and regulations of the road. It is the responsibility of drivers to inform the Transport Coordinator of:

- anything that could affect their driving e.g. health conditions or injuries, use of prescribed medication
- changes to licence such as limitations, offences recorded, period bans, vehicle defects that affect ability / safety to drive
- any accidents / incidents that occurred whilst driving on behalf of the school

Before driving, drivers must

- review the need to travel
- have a valid licence for the vehicle they are driving
- carry out a pre-use vehicle check
- allow sufficient time to drive allowing for traffic, poor weather and rest breaks
- ensure sufficient rest
- be physically fit, with zero alcohol level and not under the influence of drugs or medicines that may affect the ability to drive
- adjust their driving position, head restraints and mirrors to ensure maximum comfort and safety

Whilst driving, drivers must:

- drive in accordance with the applicable law and with consideration for the safety of passengers and other road users
- take regular rest breaks every 2 to 2 ½ hours or at the first signs of tiredness
- remain in control of the vehicle at all times
- not smoke
- not use a mobile phone or other electronic device

## 7.8 Educational Visits

The school policy is to ensure that the safety of pupils, employees and others is managed to minimise risk as far as practicable. In developing its procedures the school is guided by the guidance and procedures issued by the UK DfE and the Outdoor Education Advisers Panel Guidance for the Management of Outdoor Learning, Off-site visits and Learning Outside the Classroom.

To achieve its objective to ensure safety the school will ensure that:

- all visits are approved by the Principal as appropriate
- Heads of School coordinate educational visits
- Group leaders are trained and experienced to lead a visit
- all visits are planned
- risk assessments are completed, where appropriate
- all employees are briefed prior to each visit
- emergency arrangements are established for all visits
- the ratio of adults to pupils is appropriate and proportionate to the needs of the visit
- adequate insurance is in place
- adequate child protection measures are in place for each particular trip or activity
- consent is obtained from parents for all visits
- arrangements are made for pupils with medical or special needs
- adequate first aid is available
- contingency plans are made
- safety during visits is monitored and reviewed
- visits incorporating adventurous activities such as caving, climbing, trekking, skiing or water sports will ensure that staff are appropriately trained and that the centre offering the activity has appropriate certification.
- a pre-trip visit is carried out by the trip leader, close enough to the trip departure date so as the information gleaned is still relevant. This information may be required to answer parents' questions prior to the trip.

### Group Leader

- reads the education visits policy and the risk assessment policy prior to completing all relevant education visits documents including risk assessments and consent forms
- completes all risk assessments taking account specific group information or acquires external assessments from external agencies ensuring that the needs of every student participating in the the trip has been risk assessed
- ensures that every student has completed necessary paperwork including consent forms and where necessary medical forms, and has made full payment for the trip
- parents are notified of all visits and given the opportunity to withdraw their child from any trip

### Responsibilities

- For overseas visits, to ensure photocopies of pupil passports have been taken
- For an overseas visit, to ensure all non-Thai citizens have visa entitlements to re-enter the country
- To provide reasonable notice to the Educational Visit Coordinator (or other nominated person) to allow them to assist in completing agreed tasks
- To plan for pupils with special educational needs, pre existing medical condition or a disability and ensure appropriate provision

- To lead the trip in accordance with the approval given by the Head of School and ensure all staff and pupils are fully briefed and that emergency arrangements are in place
- Record the details of any accident or incident in line with the school policies
- Have completed appropriate Visit Leader training

### **Educational Visit Coordinator (Heads of School)**

- To consider the appropriateness of any proposed trip or residential visit
- To coordinate all educational visits to ensure procedures are complied with and all documentation is completed
- To liaise with group leaders to ensure that approval requirements for each visit are clearly communicated
- To 'sign off' documentation prior to final approval by the Principal
- To retain all documentation in relation to each school visit
- Provide support and guidance to group leaders
- Ensure that any accident / incident on a visit is notified to the Head of School and a record is kept so that future visits are reviewed in light of previous incidents
- Ensure that this policy is kept up to date and that amendments are notified to SMT
- Have completed appropriate EVC training

### **Principal**

- To give approval for each trip or residential visit

### **Staffing of Educational Visits**

It is important to have a high ratio of adult supervisors to students for any educational visit. Factors to consider include:

Ratios:

It is important to have a high enough ratio of adult supervisors to pupils for any visit. The factors to take into account include:

- Sex, age and ability of group;
- Pupils with special educational or medical needs;
- Nature of activities;
- Experience of adults in off-site supervision;
- Duration and nature of journey;
- Type of any accommodation;
- Competence of staff, both general and on specific activities;
- Requirements of the organisation/location to be visited;
- Competence and behaviour of pupils;
- First aid cover.
- That a single academic subject in Secondary is not depleted of staff.

Ratios of staff to pupils for low risk activities are:

- |            |  |
|------------|--|
| Year 1 - 3 | One teacher to every six pupils for all visits.<br>(under 5s reception classes should have a higher ratio) |
| Year 4 -6  | 1 Teacher to every 10 – 15 pupils for all visits.  |

Years 7 +	1 Teacher for every 15 – 20 pupils for visits in Thailand
	1 Teacher to every 10 pupils for visits outside Thailand or for more hazardous activities

**Without special safeguards or control measures, these ratios will not be adequate to meet the needs of most residential or more complex visits. The ratios stated are the minimum acceptable.**

- Except in special circumstances and with the agreement of the Principal, there must always be a minimum of 2 teachers with any visit. For certain visits a higher ratio will be appropriate because the leader of the visits has to ensure that there is a safe level of supervision at all times.
- For visits abroad, at least 3 teachers must accompany the party unless the number of pupils is fewer than 10, in which case there should be 2 teachers.
- If an adult who is not a member of staff is accompanying the trip then they must have an up to date and valid CRB check, authorised by the Principal.
- No member of staff can be included in the staffing ratios if they are accompanied by their own child who is a minor (under 16).
- Group Leaders must be experienced and have undertaken appropriate training

### ***Sporting Fixtures***

Where a sporting fixture involves transport from St. Stephen's International School to a destination school for a sporting fixture and then the return journey, the level of supervision does not necessarily require two staff. One member of staff may accompany the fixture as long as:

- There is at least a ratio of one teacher to 15 pupils.
- A risk assessment has considered the specific group of students on the sporting visit - Eg. age, additional needs, medical needs.
- One member of staff other than the driver must accompany every vehicle transporting the students.
- At the end of a fixture, staff must ensure that all pupils are supervised until they are collected.
- Students must be collected by a designated parent / guardian or have written permission to make their own way home

The use of **pupils' cars or motorbikes** to transport other pupils is not allowed.

### ***Emergency Procedures***

- Teachers should not hesitate to act in an emergency and to take life-saving action in an extreme situation.
- Emergency procedures are an essential part of planning a school visit. If an emergency happens the priorities are to:
  - Assess the situation
  - Safeguard the uninjured members of the group
  - Attend the casualty
  - Inform the emergency services and everyone who needs to know of the incident.

### ***Guidance on Emergency Procedures***

A copy of the following guidelines must be taken by all group leaders and their deputies.



- Establish the nature and extent of the emergency.
- Make sure that all other members of the party are accounted for and safe.
- If there are injuries, establish their extent and arrange for first aid
- Establish names of the injured and call relevant emergency services.
- Advise other party staff of the incident and that emergency procedures are in operation.
- Ensure that an adult from the party accompanies casualties to hospital.
- Ensure that the remainder of the party is adequately supervised throughout and arrange for their early return to school.
- Arrange for one adult to remain at the incident site to liaise with emergency services until the incident is over and all children are accounted for.
- Control access to telephones until contact is made with the Principal / Head of School and until they have had time to contact those directly involved. Pass full details of the incident (name, nature, date and time of incident, location of incident, details of injuries, names and telephone numbers of those involved, action taken so far).
- Telephone numbers for future communication (identify alternate telephone numbers in case telephone lines become jammed).
- The school will arrange to contact the parents of those involved. In serious incidents the parents of all party members should be informed.

#### **Media:**

- A designated person should act as the point of contact with the media to whom all involved should direct questions.
- Under no circumstances should the name of any casualty be divulged to the media.
- The party leader should write down as soon as practicable all relevant details. A record should be made of any witnesses. Any associated equipment should be kept in its original condition.
- Legal liability should not be discussed or admitted.
- All accident forms should be completed.
- Inform parents of any delays that will be necessitated.

#### **Additional Procedures for Visits Overseas**

Prior to the visit the tour leader should obtain and take with them:

- Details of insurance arrangements and the company's telephone number.
- Location of local hospital/medical services.

In the case of an emergency the framework outlined above should operate. In addition the group leader should notify the British/Thai Embassy/Consulate.

#### ***After the Trip***

The trip leader must inform the Educational Visit Coordinator (or whoever has been delegated as the school contact) that the party has returned safely and ensure that all the students are safely collected from school by a responsible adult, such as a parent or guardian. If any difficulties or incidents occur on a school trip, the Educational Visit Coordinator must be informed as soon as possible after the trip returns to school so that appropriate follow up action can be taken quickly.

## **7.9 Electricity**

All reasonable steps will be taken to secure the health and safety of employees, pupils and others who use, operate or maintain electrical equipment.

To ensure this objective the school will:

- ensure electrical installations and equipment are installed in accordance with Thai Ministry of Energy Regulations
- maintain the fixed wiring installation in a safe condition by carrying out routine safety tests
- inspect and test portable and transportable equipment as often as required to ensure safety
- inspect and test second-hand electrical equipment lent to, or borrowed by, the school including equipment hired for specific functions
- use safety plugs in areas of the school where students are vulnerable to electrocution by inserting fingers into electrical sockets; namely Early Years, Nursery and the Shared Area.
- promote and implement a safe system of work for maintenance, inspection and testing. Maintenance work may not take place where there are students present or where there is a risk to other staff.
- forbid live working unless absolutely necessary, in which case a permit must be issued by the School Services Manager.
- ensure employees and contractors who carry out electrical work are competent to do so
- maintain detailed records

**Employees must:**

- visually check electrical equipment for damage before use
- report any defects found to their manager. However, if there is any doubt whether the equipment is safe then it should be labelled 'out of use' and withdrawn until it has been tested and declared fit for use by a qualified person.
- not use defective electrical equipment
- not carry out any repair to any electrical item unless qualified to do so
- switch off non-essential equipment from the mains when left unattended for long periods
- not bring any electrical item onto school premises until it has been tested and a record of such a test has been included in the appropriate record
- not leave electric cables in such a position that they will cause a tripping hazard or be subject to mechanical damage
- never run extension leads under carpets or through doorways.
- not daisy-chain extension leads to make a longer one
- not use adapter sockets – devices that plug into mains sockets to increase the number of outlets.

**Summary of Key Actions**

The key actions necessary to control the health and safety risks arising from electricity are:

- Test the main electrical installation every five years except for those parts of
  - licensed areas
  - lightning protection

which should be tested annually.

- Retain copies of electrical test certificates
- Keep a record must of all portable items of electrical equipment showing:
  - the detail of the item
  - the date of acquisition
  - details of any inspection, testing or repair work
- Arrange for the inspection and testing of portable electrical appliances in accordance with the guidance on electrical testing.

## 7.10 Fire

All reasonable steps will be taken to prevent a fire occurring. In the event of a fire, the safety of life will override all other considerations, such as saving property and extinguishing the fire. In order to prevent fire and to minimise the likelihood of injury in the event of a fire the school will:

- assess the risk from fire at our premises and implement appropriate control measures
- ensure good housekeeping standards are maintained to minimise the risk of fire
- provide and maintain safe means of escape from the premises
- develop a fire evacuation procedure for all buildings
- provide and maintain appropriate fire-fighting equipment including the sprinkler system (if appropriate)
- provide sand in fire buckets in the science department as a precaution when using flammable metals
- regularly stage fire evacuation drills, inspect the means of escape and test and inspect fire-fighting equipment, emergency lighting and any fire warning systems. Weekly tests should ensure that the fire alarm can be heard in every room within the school.
- provide adequate fire safety training to employees, plus specialist training to those with special responsibilities
- make arrangements for the safe evacuation of deaf or otherwise disabled persons
- make arrangements for ensuring all pupils and visitors are made aware of the fire evacuation procedures
- display fire action notices and fire evacuation routes
- keep fire safety records

The school does not require persons to attempt to extinguish a fire but extinguishing action may be taken if it is safe to do so.

- Immediate evacuation of the school must take place as soon as the evacuation signal is given. All occupants, on evacuation, should report to the predetermined assembly points.
- Re-entry of the building is strictly prohibited until the fire brigade officer or a senior person present declares it is safe to do so.
- Employees are encouraged to report any concerns regarding fire procedures so the school can investigate and take remedial action if necessary.

### **Summary of Key Actions**

The key actions required to ensure fire safety is effectively managed are:

- Complete and review annually a fire risk assessment
- Arrange for fire safety checks to be completed and recorded for the following:
  - Fire evacuations (drills)
  - Fire alarm tests
  - Fire escape route checks
  - Extinguisher checks
  - Emergency lighting tests
  - Post fire evacuation notices
- Develop personal evacuation plans for people with additional needs
- Provide fire safety training
- Service the fire alarm, emergency lighting and sprinkler system as appropriate.

FIRE MAINTENANCE/TEST PROCEDURES

EMERGENCY EVACUATION DRILLS		
<p><b>TERMLY</b> Emergency evacuation and duck and cover to be carried out <u>at least</u> once a year.</p>	<p>Ensure that all staff and students are able to evacuate to the school field or other designated area within seven minutes.</p>	
	<p>FIRE ALARM PANEL / SYSTEM</p>	
<p><b>DAILY</b></p>	<p>Check fire alarm panel for normal working conditions</p>	<p>● <b>Report any faults and actions</b></p>
<p><b>WEEKLY</b></p>	<p>Fire alarm audibility test conducted at a <b>different call point tested each week in rotation. Number each call point for identification. (each zone to be tested every 13 weeks)</b></p> <p><b>Check alarm is audible in all areas (test to be carried out during full occupation)</b></p> <p>Check that any fire doors on automatic door closures linked to the fire alarm are closing properly.</p> <p>Check any doors fitted with electromagnetic locks are released.</p>	<p>Record details of call point test and call point number. Repair / replace defective units.</p>
<p><b>SIX MONTHLY</b></p>	<p>For systems with battery back up a six monthly battery check by a competent service engineer is required. This check may also include 50% of the automatic smoke / heat detectors, sounders and manually operated devices</p>	<p><b>Site to keep maintenance records</b></p>

<p><b>ANNUALLY</b></p> <p>For 230 volt systems without battery backup</p>	<p>An annual test and examination of the alarm system by a competent service engineer is required.</p> <p>Test and examination of the alarm system by a competent service engineer including all automatic smoke / heat detectors, sounders and manually operated devices.</p>	<p><b>Site to keep maintenance records.</b></p>
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MEANS OF ESCAPE		
Daily	<p>Check for any obstructions on escape routes (internally and externally)</p> <p>Doors - check self-closing devices and that push bars and other emergency fastenings are working.</p>	Site to record details and actions, only if there is a fault.
Weekly	Check all internal fire doors for ease of opening, that they are a good fit, closing fully so that the fire door deals and that self-closures work correctly. Check that correct signage is maintained.	Site to record details and actions, only if there is a fault.
Monthly	Check all electronic release mechanisms on escape doors work correctly (i.e. fail-safe in the open position on activation of alarm / loss of power)	Site to record details and actions, only if there is a fault.
FIRE FIGHTING EQUIPMENT		
Weekly	<p>Check that all fire extinguishers, fire blankets etc. are all available for use, undamaged and unobstructed.</p> <p>Extinguishers properly affixed wall brackets or on plinths. Check for any evidence of tampering.</p>	Site to record details and actions, only if there is a fault.
Annually	Full check and test of fire-extinguishers, fire-blankets etc. by a competent service engineer.	Full maintenance records to be kept on site.

Fixed Systems (where applicable) Eg. Sprinkler systems		
Frequency specified by installer	Programme of inspections and checks dependant upon type of system and to be specified by the installer.	Site to record details and actions only if there is a fault
Annually - or to insurers / installers guidelines	Formal inspection and testing of the fire sprinkler system.	Maintenance records to be kept on site.
EMERGENCY LIGHTING (where applicable)		
Daily	Check that indicator light is functioning (report fault to contractor)  Operate and if necessary replace batteries in torch	Site to record details and actions only if there is a fault
Monthly	In house operational test for a short period ( a maximum of one quarter of the rates duration)	Maintenance records to be kept on site.
Annually	Emergency lighting full duration discharge test by a competent person	Maintenance records to be kept on site.

### Fire Safety Training in School

The school should provide adequate fire training for staff. The fire training should be based on the particular features of the school and should

- take account of the findings of the fire risk assessment;
- explain the emergency procedures;
- take account of the work activity and explain the duties and responsibilities of staff;
- take place during normal working hours and be repeated periodically where appropriate;
- be easily understandable; and
- be tested by fire drills.

Pupils/students should also be involved in some aspects of fire safety training, particularly with respect to fire drills, etc.

Training for new staff and students should be as a minimum showing the fire exits and giving basic training on what to do if there is a fire. Annually, the organisation of fire safety training will need to be more formal.

- Fire training should include the following:
  - what to do on discovering a fire;
  - how to raise the alarm and what happens then;
  - what to do upon hearing the fire alarm;
  - the procedures for alerting students, pupils, members of the public and visitors including, where appropriate, directing them to exits;
  - the arrangements for calling the fire and rescue service;

- the evacuation procedures for everyone in your premises (including young children or mobility impaired persons) to reach an assembly point at a place of total safety;
- the location and, when appropriate, the use of fire fighting equipment;
- the location of escape routes, especially those not in regular use;
- how to open all emergency exit doors;
- the importance of keeping fire doors closed to prevent the spread of fire, heat and smoke;
- where appropriate, how to stop machines and processes and isolate power supplies in the event of a fire;
- the reason for not using lifts (except those specifically installed or nominated, following a suitable fire risk assessment, for the evacuation of people with a disability);
- the safe use of and risks from storing or working with highly flammable and explosive substances;
- the importance of general fire safety, which includes good housekeeping; and
- the use of premises by outside bodies, e.g. IT training, music, etc.

All staff identified in the emergency plan who have a supervisory role if there is a fire (e.g. heads of department, fire marshals), should be given details of your fire risk assessment and receive additional training.

In addition to the guidance above as a minimum all staff should receive training about:

- the items listed in your emergency plan;
- the importance of fire doors and other basic fire-prevention measures;
- where relevant, the appropriate use of fire fighting equipment;
- the importance of reporting to the assembly area;
- exit routes and the operation of exit devices, including physically walking these routes;
- general matters such as permitted smoking areas or restrictions on cooking other than in designated areas; and
- assisting disabled persons where necessary.

Training is necessary:

- when staff start employment or are transferred into the premises;
- when changes have been made to the emergency plan and the preventive and protective measures;
- where working practices and processes or people's responsibilities change;
- to take account of any changed risks to the safety of staff, pupils or other relevant persons;
- to ensure that staff know what they have to do to safeguard themselves and others on the premises; and where staff are expected to assist disabled persons.

Training should be repeated as often as necessary and should take place during working hours. Enforcing authorities will want to examine records as evidence that adequate training has been given.

### **Training of pupils/students**

It is good practice to provide pupils and students with some form of fire safety training so that they are aware of the actions to be taken in the event of a fire. This should include instruction on the:

- details of the emergency plan;
- importance of fire doors and other basic fire-prevention measures;
- importance of reporting to the assembly area; and
- exit routes and the operation of exit devices.

## 7.11 First Aid

The school is committed to providing sufficient provision for first aid to deal with injuries or illness that arise at school or as a consequence of school activities.

To achieve this objective the school has:

- appointed and trained a suitable number of first aid personnel including a full-time school nurse on site and agency nurses for many off-site activities
- displayed first aid notices with details of first aid provision
- provided and maintained suitable and sufficient first aid facilities including an infirmary and first aid boxes
- provided any additional first aid training that may be required to deal with specific first aid hazards

### First Aiders

- A First Aider is a person who has a valid certificate in either first aid at work or emergency first aid at work training as a minimum.
- First Aiders training will be refreshed every three years by undertaking the two day First Aid at Work requalification. (This may be taken up to 3 months before / 28 days after the expiry date on the certificate).
- First aid personnel will be provided with refresher training at regular intervals to keep their skills up to date.
- The number of first aiders required will be determined by completing a risk assessment. The HSE in the UK provide some general guidance on the number of first aiders required and expected provision is illustrated below:

Category of Risk	Numbers employed at any one location	Suggested Number of First Aid Personnel
<b>Lower Hazard</b>  (Most schools fall into this category)	fewer than 25	at least one Appointed Person - <i>it is recommended they receive Emergency First Aid at work training (EFAW)</i>
	25 -50	at least one first aider trained in <b>(EFAW)</b>
	more than 50	at least one first aider trained in first aid at work <b>(FAW)</b> for every 100 employed (or part thereof)
<b>Higher Hazard</b>	fewer than 5	at least one Appointed Person - <i>it is recommended they receive Emergency First Aid at work training (EFAW)</i>
	5-50	at least one First Aider trained in <b>EFAW</b> or <b>FAW</b>
	more than 50	at least one additional First Aider trained in <b>FAW</b> for every 50 employed (or part thereof)



The numbers of first aid personnel will be determined by individual circumstances, the level of risk and in line with current government guidance. During normal working hours, the presence of the nurse meets these recommendations.

### ***Additional First Aid Provision***

- In addition to the above in higher risk areas such as science, D&T, PE etc. at least one person will be trained to a minimum level of emergency first aid.
- Adequate first aid provision will include cover for break times.
- First aid provision will be available at all times whilst people are present on school premises including out of hours activities and school residentials. The assessment of need will be reviewed at least annually.

### **First Aid Boxes**

- First aid kits, clearly marked, will be provided in the Infirmary and other readily accessible locations and be made known to all staff and pupils.
- Additional first aid boxes will be provided at events and on sports fields and for off-site visits.
- First aid containers will also be available within specific curriculum areas where an increased risk exists..
- Travel first aid kits will be kept in minibuses.
- First aid kits will contain a sufficient quantity of suitable first aid materials and nothing else.
- First aid does not include the administration of medicines and thus first aid boxes should **NOT** contain drugs of any kind including aspirin, paracetamol, antiseptic creams etc.
- First aid kits should be located near to hand washing facilities as far as possible.
- All first aid kits will be checked regularly and maintained by a designated member of staff, items should not be used after expiry date shown on packaging. Extra stock will be kept in the school.
- Suitable protective clothing and equipment such as disposable gloves (e.g. vinyl or powder free, low protein latex CE marked) and aprons will be provided near the first aid materials.

Blunt-ended stainless steel scissors (minimum length 12.7 cm) will be kept where there is a possibility that clothing might have to be cut away. These should be kept along with items of protective clothing and equipment.

Small quantities of contaminated waste (soiled or used first aid dressings) can be safely disposed of via the usual refuse collection arrangements. Waste is to be double bagged in plastic and sealed by knotting.

### ***First Aid Rooms***

The infirmary, where provided, is equipped with a sink.

### ***First Aid Information***

- Notices are posted in conspicuous positions within a school, giving the location of first aid equipment and facilities and the name(s) and location(s) of the first aid personnel.
- New and temporary employees are to be told of the location of first-aid equipment and first aid personnel, and facilities on the first day they join the school as part of the induction training.

## ***First Aid Records***

The school ensures that the following records are available:

- Certification of training for all first-aiders and refresher periods;
- Any specialised instruction received by first-aiders or staff (e.g. Epi-pens);
- First aid cases treated (see accident / incident reporting).

## ***Guidelines on Responding to Injuries***

### **Minor injuries**

The following injuries are considered minor and capable of being dealt with by a first aider / nurse in school: grazes, small scratches, bumps, minor bruising, minor scalding or burns resulting in slight redness to the skin.

Injuries requiring external medical attention:

- Deep cut
- Long cuts. Long cuts are considered to be approximately 1 inch when on the hand or foot and 2 inches when elsewhere on the body
- The cut is jagged.
- The injury involved a pet, especially a cat
- The injury involved a wild animal
- The injury is due to a bite, either human or animal.
- The wound has debris stuck in it after cleansing
- The wound is bleeding heavily.
- The wound will not stop bleeding after applying direct pressure for 10 minutes
- The injury is a puncture wound.

### **Head injuries**

Injuries to the head need to be treated with particular care. Any evidence of following symptoms may indicate serious injury and an ambulance must be called.

- unconsciousness, or lack of full consciousness (i.e. difficulty keeping eyes open);
- confusion
- strange or unusual behaviour – such as sudden aggression
- any problems with memory;
- persistent headache;
- disorientation, double vision, slurred speech or other malfunction of the senses;
- nausea and vomiting;
- unequal pupil size;
- pale yellow fluid or watery blood coming from ears or nose;
- bleeding from scalp that cannot quickly be stopped;
- loss of balance;
- loss of feeling in any part of body; ·
- general weakness;
- seizure or fit.

### ***Hospital Admission***

- The appropriate Head of School must be informed as soon as practicably possible if a student is likely to require hospital admission.

- Where a pupil is required to attend hospital using an ambulance a member of staff should accompany the pupil to hospital until their parent / guardian arrives.
- In the exceptional circumstance of parental permission being required, the most senior teacher in school, usually the Principal or a Head of School can act in loco parentis.
- If a child is taken directly to hospital they will be accompanied by a member of staff who will stay with the pupil until discharged or until a handover can be made to a parent or guardian.
- The member of staff at the hospital must update the senior teacher on the condition of the injured pupil as and when information is made available.
- The parent/guardian of a pupil attending hospital must be advised at the earliest opportunity.
- Support for the injured pupil and their parents will be provided as determined by the individual circumstances of the incident.

### ***Blood and Body Fluid Spillages***

- It is important that spillages of blood, faeces, vomit or other body fluids are dealt with immediately as they pose a risk of transmitting infection and disease, e.g. Blood borne viruses and diarrhoeal and vomiting illnesses, such as norovirus.
- A spillage kit is available in school to deal with blood and body fluid spillages, the kit is located in the clinic.
- The person responsible for checking and replenishing the kit regularly is: Nurse Orm.

General principles of blood and body fluid spillage management:

- Body fluid spillages should be dealt with as soon as possible with ventilation of the area.
- Anyone not involved with the cleaning of the spillage should be kept away from the area and protective clothing should be worn when dealing with the spillage such as gloves and aprons.

### ***Spillage Procedure***

- Cordon off the area where the spillage has occurred.
- Cuts and abrasions on any areas of the skin should be covered with a waterproof dressing;
- Use personal protective equipment and clothing to protect the body and clothes: disposable gloves and apron must be worn.

### **Hard surfaces e.g. floor tiles, impervious table tops**

Small spills or splashes of blood

- Clean with neutral detergent and hot water.
- Large spills of blood
- Remove spillage as much as possible using absorbent paper towels
- Flush these down toilet or dispose of carefully in waste bag
- Cover remaining spillage with paper towels soaked in diluted bleach solution (1:10 dilution with cold water)
- Leave for up to 30 minutes, and then clear away.

**Alternatively**, large spills may be covered with granules from the spillage kit for two minutes. Spillage and granules should be carefully removed with paper towels and disposed carefully into a waste bag. Clean area with neutral detergent and hot water.

### **Soft surfaces and fabrics e.g. carpets / rug / chairs**

- Remove the spillage as far as possible using absorbent paper towels,
- Then clean with a fresh solution of neutral detergent and water.
- Carpets and upholstery can then be cleaned using a cleaner of choice.
- Steam cleaning may be considered.

Contaminated gloves, aprons, paper towels, etc should be carefully disposed of into a leak proof plastic bag, securely tied and placed immediately into the normal external school waste container. Hands must be washed thoroughly after the procedure.

- As with all other hazardous substances used in school, bleach and disinfectants should be stored, handled and used in accordance with the manufacturer's instructions. Product data sheets and safe use instructions should be accessible, along with risk assessments and details of actions required in the event of accidental ingestion, inhalation or contact with skin or eyes.
- All chemicals must be stored in their original containers, in a cool, dry, well-ventilated place that is lockable and inaccessible to children, visitors and the public.
- Appropriate protective clothing (e.g. gloves and aprons) should be worn when handling bleach and other chemical disinfectants. Contact with skin, eyes and mouth should be avoided

## **7.12 Food: Cooking**

The teaching of cooking must be carried out to ensure the safety of pupils and teachers; in addition the food prepared in school must be handled and served to comply with good hygiene practice to make sure the food is safe to eat.

### **Food Hygiene Training**

The school will ensure that cooking teachers and any persons who supports food related teaching or enrichment programmes are competent in all aspects of food hygiene that they are required to teach to ensure that students are provided with appropriate experience to enable them to work correctly and safely. An appropriate Thai Food Hygiene or Food Safety Certificate for Thai kitchen staff or a Level 2 qualification in Food Safety / Food Hygiene for the teacher considered the minimum qualification.

Food hygiene training will be obtained by attending certificated courses which should be regularly reviewed, updated and refreshed every three years.

### **Key Considerations for Teaching Food**

Food preparation rooms and classrooms provided are of sufficient size to allow people to work and circulate around the room with ease.

- Class size can be determined by considering factors such as the size of the room, the equipment available, the age and ability of the students and the experience of the staff. Teachers must work within safe operating limits so that there is a safe teaching and learning environment and that they are able to provide adequate supervision for hazardous activities.
- Staff are to be provided with safe equipment and systems that are regularly checked, inspected and maintained in an efficient state to recognised standards, with records kept. In addition to PAT testing this includes the servicing of gas equipment, fridge and freezer temperature checking, equipment guard checks, where appropriate.
- Teachers will be trained to the standards specified in Health and Safety Training Standards in Design and Technology published by DATA.
- Teachers will teach students about general health and safety requirements relating to the working environment and instil in them the need to work safely at all times.
- The students will be made aware of the hazards involved when working using processes, equipment and materials in various situations. They will be taught to assess the risks and identify the control measures taken, to help ensure the health and safety of themselves and others.

- Lessons will be planned ahead to avoid risk. Work will be planned to involve the use of a wide range of food, food components and equipment to complete focused practical tasks. Student ability, knowledge, maturity, experience and special needs must be taken account of, to provide challenging tasks and potential for achievement.
- Teachers should be aware that because of their inexperience, students working with food require a high level of supervision, and should not be left unattended.
- Students with special needs may have poor coordination, slow reaction times and variable levels of concentration which require extra support and guidance. This will affect the teaching capacity/group size and may require additional support. Sometimes students can be paired with responsible peers to ensure safe working practices.
- Teaching sessions must be long enough to complete processes without too high a percentage of time being taken up preparing for and tidying up afterwards. Short sessions can lead to frustration of both staff and students, as there is often insufficient time for full processes to be completed. Very long sessions without a break can give rise to problems with concentration.
- Additional teaching support in lessons not only reduces risk but facilitates demonstration and allows for more practical work to be undertaken to the advantage of the students.

### **Manual Handling**

- It is recommended that trolleys are used for carrying heavy equipment and foodstuff.
- Sugar and flour are best purchased in small containers, despite the possible cost savings from purchasing bulk containers.
- The use of high-level storage should be avoided. Where this is not possible there must be safe procedures for access to such storage and the provision of suitable and adequately maintained steps/footstools.

### **Personal Protective Equipment**

- Appropriate protective equipment, clothing, and storage of such, will be provided including clean aprons.
- Students should be made aware of the hazards of unsuitable footwear. Soft shoes and open toe sandals offer little protection from falling objects or spillages.
- Long hair, jewellery, loose clothing such as ties and unbuttoned cuffs are potential hazards.
- Sleeves should be rolled up, watches and ties removed and long hair tied back.
- Additional personal protective equipment such as gloves and eye protection is required when using hazardous cleaning agents.

### **Microwave & Combination Ovens**

- Manufacturer's instructions must be followed.
- The ovens must be kept clean, including ensuring that air vents are not blocked or obstructed and that food debris does not build up around the door seal which could lead to leaks.
- The ovens must not be used if the door does not close properly or if the door interlock switch does not work properly.
- The ovens must not be switched on when empty.
- Burns and scalds can be avoided by using oven gloves, removing lids or microwave film away from the face and checking the temperature of food and drink.
- It is important to ensure food is thoroughly cooked throughout by stirring and turning the food during cooking.
- Only food grade microwave film should be used in direct contact with food during cooking and defrosting.
- Food should not be cooked in sealed containers; pierce the film covering containers (unless there are specific manufacturer's instructions to the contrary). Only use containers, films and ingredients which are known to be suitable for heating in a microwave oven.
- Users should be made aware of the risk of certain foods superheating.

### **Deep Fat Frying**

Where small electrically powered thermostatically controlled deep fat fryers are provided, the following precautions should be remembered:

- fryers should not be overfilled,
- electric leads should be kept as short as possible,
- fryers should be positioned safely,
- fryers should not be left unattended,
- water must not be allowed to come into contact with hot oil or fat (dry food before deep frying),
- the handle must be positioned safely and fat must be cooled before straining or pouring into plastic containers.
- All persons must be trained to deal correctly with a fat or oil fire.

### **Pressure Cookers**

- Pressure cookers require annual inspections, against a suitable written scheme of examination.

### **Knives & Utensils**

- No student should be allowed to use a knife unless he or she has been properly trained in appropriate techniques.
- The degree of supervision which is required when students are using knives depends on the age of the particular students and the tasks for which knives are being used.
- Students should be made aware that sharp utensils can cause cuts, that falling utensils can present a hazard, and that slipping can occur when pressure is applied.
- Knives must be kept sharp and, when they are not in use, they must be stored securely.
- The knives inventory must be checked at the end of each lesson.
- Where possible, the use of knives should be avoided, e.g. by the provision of vegetable peelers, scissors, etc. Mandolins are not recommended for use in schools.
- Sharp utensils should not be left projecting from work surfaces and instruction must be given in their correct use, handling, storage and cleaning.
- There is a model risk assessment on the CLEAPSS website on Food Preparation: Using Knives, which will be adapted for school use to reflect all reasonably foreseeable hazards.

### **First Aid**

- Teachers must be aware of pupils with particular medical problems, including allergies, so that they are able to take the necessary precautions during lessons.
- At least one person holding a current first aid certificate, or who has been trained in emergency first aid, should always be available to attend and to provide first aid when cookery rooms are in use.
- A first aid container equipped and maintained in accordance with Health and Safety (First Aid) Regulations should be readily available.
- Food standard sterile waterproof dressings coloured blue for ease of detection in food should be provided.

### **Fire Safety**

- Fire escape routes and fire doors must be operational and clearly marked, should be easily opened and free from all obstructions.
- Fire fighting equipment, including fire extinguishers, fire blankets and fire detectors, should be readily available and maintained.
- It is difficult to reduce the risk of fat-based pan-fires to zero, so specific instruction must be given to everyone on how to deal safely with such a fire when it occurs.

- Spark devices are safer than matches for lighting gas hobs/ovens.
- All displays should be suitably positioned away from heat sources.
- To reduce the dangers of accidents, the number of students working at any one time around heating equipment must be controlled and close supervision given.

### Health & Safety Notices & Signage

- Appropriate notices and signs are to be clearly displayed including warning signs next to hobs that have no visual indication that they are on/hot, next to freezers, for hazardous materials, for fire exits, escape routes, fire fighting equipment and emergency first aid.
- Hand washing/personal hygiene posters are also recommended.
- Signs are not a substitute for teaching students safe working practices. However, they do act as a reminder to those pupils who might forget what they have been taught.

## 7.13 Gas Installations and Appliances

The school will ensure that all work carried out on gas fittings and appliances are in accordance with the requirements of the regulations and the Safety in the Installation and Use of Gas Systems and Appliances Manual.

### Gas Cylinders



- Gas cylinders will be stored on a level well drained external secure location, which is well ventilated and covered. They must be stored vertically and chained to prevent toppling.
- Empty and full gas cylinders must be stored separately, with older cylinders used first.
- LPG / butane gas cylinders must be stored separately to any other gas cylinders.
- Flammable and No Naked Flames warning signs will be displayed.
- Cylinders will be inspected and maintained according to the suppliers recommendations.
- Cylinders must not be moved around the school site when students are present.
- Cylinders must be transported around the site with care, secured to prevent toppling.

### Maintenance of Gas Equipment

- Gas boilers, heaters, ovens and other gas-fired equipment where present, will be serviced at regular intervals, usually annually, and in accordance with the manufacturers recommendations.
- All work on gas appliances to be carried out by a qualified engineer.
- Records of all servicing, maintenance and repairs to be kept.

### Summary of Key Actions

The key actions necessary to ensure the safety of gas fired appliances are:

- Identify all gas-fired appliances and create a maintenance schedule for each
- Arrange for servicing in line with the schedule and keep records

- Prepare a gas leak emergency procedure
- Highlight all gas shut-off points

## **Gas Emergencies**

In the event of a suspected gas leak:

1. Evacuate the buildings and move the pupils and majority of the staff to the furthest distance away. Nominate some staff to stay at a safe distance to prevent access to the site. The evacuation area is most likely to be the school field.
2. If it is safe to do so:
  - Put out naked flames
  - Open doors and windows
  - Turn off the gas supply

### **DO NOT TURN ELECTRICAL SWITCHES ON OR OFF**

3. If the general public in the neighbourhood are at risk contact the police on 911.

No person shall interfere with any gas appliance, gas fitting or pipe work unless qualified and competent to do so.

## **7.14 Hazardous Substances**

All reasonable steps will be taken to ensure all exposure of employees and pupils to substances hazardous to health is prevented or at least controlled to within statutory limits. The school will implement the following:

- maintain an inventory of all substances hazardous to use on site and retain copies of relevant hazard data sheets
- competent persons will be appointed to carry out risk assessments of the exposure to substances hazardous to health and advise on their control
- all activities which involve, or may involve, exposure to substances hazardous to health will be assessed and appropriate control measures will be taken if elimination or substitution of the substance is not possible
- fume cupboards and extract systems will be properly maintained by planned preventive maintenance and annual monitoring to ensure continued effectiveness
- systems of work will be reviewed at suitable intervals and revised if necessary
- personal protective equipment (PPE) will be provided and maintained as determined by risk assessment
- assessments will be reviewed periodically or if changes to the operation or any hazardous substances used
- qualified professionals, where necessary, will carry out health surveillance
- all employees and where necessary pupils will be provided with understandable information and appropriate training on the nature of the hazardous substances they work with. Employees will be informed about any monitoring and health surveillance results
- no new substances will be introduced into the school without prior assessment.



## **Substances Hazardous to Health**

Substances hazardous to health are:

- substances classified as very toxic, toxic, harmful, corrosive or irritant. These have historically been identified by an orange warning label:
  - These symbols are now being updated to conform to the Globally Harmonized System of Classification and Labelling of Chemicals
- Biological agents directly connected with work including micro-organisms.
- Dust of any kind when present as a substantial concentration in the air.
- Substances which have a Workplace Exposure Limit assigned to them.
- Any other substance not specified above that may create a comparable hazard to a person's health.

## **Principles of Control**

- Exposure to substances hazardous to health should either be prevented altogether, substituted with a less harmful substance, or (where it is not reasonably practicable) adequately controlled.
- In all cases personal protective equipment (PPE) should only be used where it is not reasonably practicable to adequately control exposure by other means. For example, fume cupboards in science laboratories and local exhaust ventilation systems on woodworking machinery should always take precedence over masks.
- If a substance is hazardous by inhalation it is likely to have been assigned a "workplace exposure limit" (WEL). This should be used to assess the level of control.
- Where PPE is identified as necessary for use by staff and pupils it should be ensured it is suitable for the purpose.
- Employees have a duty to make full and proper use of all control measures identified as required in the risk assessment and must wear appropriate PPE (lab coat, eye protection, gloves etc.) where this is identified as required. Adequate information and training must be provided on its use and maintenance.

## ***Maintenance, Examination and Testing***

- Where controls such as fume cupboard are provided it is necessary to ensure that they are properly maintained. This will require visual and operational checks pre use in addition to a thorough examination and tests of engineering controls.
- In the case of local exhaust ventilation, tests for fume cupboards should be carried out at least every fourteen months. A record of the results of all examinations must be kept for at least 5 years.
- All PPE must be kept clean, in good repair and stored correctly to prevent contamination.

## ***Health Surveillance***

- Health surveillance is typically 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 then this should be carried out.
- Monitoring and health surveillance records relating to named individuals must be kept for 40 years.

## ***Information, Instruction and Training***

- Information, instruction and training must be given to employees and pupils who may be exposed, about the risks to health and precautions.

## 7.15 Infection Control

School staff and pupils are from time to time at risk of infection or of spreading infection. The school aims to minimise the risk of the spread of infection and will:

- provide employees with information on potential infections and symptoms alongside measures to assist with early identification and prompt implementation of control measures
- inform and take advice from the local Health Authority if an increase in illness is noted in school, or if they have any concerns about infectious disease issues.
- maintain up-to-date emergency contact numbers for all pupils, not only so that parents can be contacted if children are ill and need to be taken home, but also to assist in the investigation of any outbreaks
- maintain high standards of hygiene throughout the school including the promotion of good hand washing
- provide water, liquid soap and disposable towels in all toilets and cloakrooms.
- undertake risk assessments to include the infection control risk and identify control measures associated with farm or other similar visits
- monitor students and staff coming on site where there has been an outbreak of certain infectious diseases and if necessary ensure they return home until well
- ensure spillages of bodily fluids (blood, urine, vomit and faeces) are dealt with immediately and that adequate facilities are provided to provide protection to people involved.
- organise for the safe cleaning of equipment and where appropriate disinfection and thorough, cleaning of the premises
- arrange for safe disposal of any infected materials

### **Further Information**

- The UK Health Protection Agency (HPA) provides details on recommended exclusion periods for the more common communicable diseases in *Guidance on Infection Control in Schools*.
- Factsheets on infectious diseases are available from the following website: <http://www.hpa.org.uk/Publications/InfectiousDiseases/Factsheets/>

### **Staff Illness and Reporting**

Staff should notify their manager if they develop any of the following infectious diseases or symptoms:

- skin infections or exposed areas of infestation
- severe respiratory infection (e.g. pneumonia, TB)
- severe diarrhoea
- jaundice
- hepatitis
- Chicken Pox, Measles, Mumps, Rubella
- HIV
- Covid-19

Individual suitable controls will need to be applied depending on the circumstances of each case. In some instances employees may need to be referred to the hospital for further advice. Staff should report diseases including Leptospirosis, Hepatitis, TB, and Tetanus which have been contracted through work.

### **Confidentiality**

- Confidentiality will be maintained at all times in relation to an employee who is known to have any infectious disease.
- No health information will be disclosed without the written consent of the employee concerned and any breach of such confidentiality, either inside or outside the school, will be regarded as a disciplinary offence and may result in disciplinary action.

## **7.16 Information flow**

- The Health and Safety Committee is a key vehicle in the communication and consideration of health and safety information.
- Staff may pass on any concerns or issues to members of the committee to be discussed at the regular meetings.
- Health and safety committee minutes are shared with all staff by email.
- Urgent health and safety matters should be reported to one of the following: School Services Manager, Head of Primary, Head of Secondary, the Principal.
- Departmental health and safety issues or concerns should be reported as they occur directly to a HoD or at a departmental meeting. The HoD should either act to address the issue or concern or if beyond their remit to address should escalate it to their line manager.
- Safety posters and other health and safety information are displayed in the primary and secondary staff rooms and copies given to and shared with staff where necessary.
- Medical information is provided to staff through 3Sys and a confidential medical information file in each staff room. Where updated information is received, it is the responsibility of the member of staff concerned to disseminate the information as appropriate. The Assistant Head (Pastoral) or Head of School will be able to advise on this.

## **7.17 Interactive Whiteboards**

All reasonable steps will be taken by the school to secure the health and safety of employees and pupils when interactive whiteboards are used.

To achieve this objective the school will:

- consider ultra short throw projectors as a first option during the procurement process as these present the safest option for teachers and pupils
- prior to the installation of any new whiteboard a risk assessment will be completed to cover the positioning of the projector and the exposure to intense light
- try to ensure that projectors are located out of the sight line from the screen to the classroom; to ensure that, when teachers look at the class, they do not also have to stare at the projector lamp. (The best way to achieve this is by ceiling-mounting rather than floor or table-mounting the projector)
- ensure that pupils and students are adequately supervised when they are asked to point out something on the screen
- provide a stick or laser pointer to avoid the need for the user to enter the beam is recommended.
- provide adequate information and training to persons working with interactive whiteboards especially in relation to beam viewing by teachers and pupils.

### ***Guidance for Users***

- Teachers and pupils should avoid staring into the projector beam at all times
- Try to keep your back to the beam as much as possible

- Use the stick or laser pointer provided whenever possible.

### **7.18 Legionnaires Disease**

All reasonable steps will be taken to identify potential legionellosis hazards and to prevent or minimise the risk of exposure. The school will:

- Carry out a Legionellosis Risk Assessment
- Prepare a written scheme/plan for preventing or controlling the risk of Legionella .  
Implement and manage the scheme/plan
- Keep records for a minimum of 5 years.

Day to day responsibility for monitoring and ensuring that the systems are being correctly operated, lies with the School Services Manager. At-risk systems include the hot and cold water storage and distribution system. To achieve control of legionella bacteria the school will implement the following:

#### Avoidance of Conditions Favouring Growth of Organisms

- As far as practicable, water systems will be operated at temperatures that do not favour the growth of legionella. The recommended temperature for hot water is 60°C and either above 50°C or below 20°C for distribution, as care must be taken to protect people from exposure to very hot water.
- The use of materials that may provide nutrients for microbial growth will be avoided. Corrosion, scale deposition and build up of biofilms and sediments will be controlled and tanks will be lidded.

#### Monitoring and recording

- Temperatures of water outlets will be checked and recorded to ensure temperature controls to prevent bacterial growth are maintained.

#### Disinfection

- Periodic disinfection of shower heads to remove any scale and bacteria.

#### Flushing of water system

- The water system should be flushed through after significant holidays to remove standing water in pipes that provide ideal conditions for the legionnaire bacteria.

#### Emergency procedures

- Establish emergency procedures.
- If during routine sampling/inspection of hot and cold water systems Legionella bacteria is discovered in any systems likely to provide a medium for the spread of infection (e.g. water aerosol spraying equipment), these will be shut down and the situation reported immediately to the School Services Manager.

#### Training

- Provide training to Seahawk staff responsible for the day to day management of the water systems.

### **7.19 Lone Working**

This Policy on lone working relates to any individual who spends some or all of their working hours working alone without direct supervision and who does not have someone close at hand to assist them in the case of an incident.

Lone working increases the health and safety risks to individuals because they may not be able to summon assistance in the event of an incident and any delay in receiving attention may increase the consequences of any injury.

People falling into this category may include:

- Anyone working outside normal hours on their own
- Cleaners who normally work outside school hours
- Teachers in classrooms away from the main buildings
- Teachers working in workshops or laboratories
- Teachers who make a home visit to a family of a student (It would not be appropriate to see a student at home on their own)
- Caretakers or maintenance staff
- Employees who open up or close the building on their own.

It is acceptable for people to work alone so long as the school has completed a risk assessment and any measures deemed necessary have been put into place.

People who are not lone workers:

- Teachers or others working alone in a classroom or office in the main school buildings when the school is open

Some activities should not be carried out by people working alone and each school should identify those that are relevant to them, typically this may include:

- Working at height on ladders or tower scaffolds
- Use of high risk chemicals
- Use of high risk machinery
- Electrical work
- Entry to areas of restricted or limited access or exit.

### **Key Actions**

- Identify all workers who work alone
- Identify all locations where lone working is carried out
- Complete a risk assessment for all lone working
- Control measures to be identified, prioritised and implemented.
- Higher risk activities/area identified and formal decisions made on authorisation of lone working.
- Formal systems/procedures developed for particular activities/areas as required.

### **Requirements of lone workers**

- It is important that lone workers are considered for any known medical conditions which may make them unsuitable for working alone. Consideration to be given to routine work and foreseeable emergencies which may impose additional or specific risks.
- Lone workers must be suitably experienced, have suitable instructions and if necessary, training on the risks they are exposed to and the precautions to be used.
- The school shall ensure adequate supervision is provided. The adequacy of the supervision will depend on the level of the risk, types and duration of exposure. Adequacy of supervision may involve some of the following:

- periodic checks on lone workers i.e. visual
- periodic contact with lone worker i.e. telephone
- general or specific alarms for emergencies
- checks on lone workers to ensure they have returned to the school on completion of extra curricular activities.

### **Rules for Lone Workers**

- Anyone working alone must have access to a telephone and ensure that a relative or colleague is aware;
- The senior security guard (or other named person) must be informed of anyone intending to work late and a satisfactory arrangement made for locking up the building;
- Staff must not place themselves in danger by challenging intruders or vandals but should call the police for assistance.
- Staff working alone have a responsibility for making themselves familiar with and following the school's safety procedures and location of safety equipment.
- If staff rely on mobile phones they must ensure that their network has good reception within school. Although phones can give extra reassurance, they do not provide complete protection and staff should still be alert for their own personal safety at all times.
- In the situation where two or more people are working in isolated areas of an otherwise unoccupied building, personnel should keep each other informed about their movements.

### **Opening/Closing School**

- St Stephen's International School has security staff on site 24 hours and day, 365 days a week.
- To further increase security, parts of the school are locked once all students, teaching staff, and support staff have finished their duties and have left.
- Security staff must be informed if staff are working out of normal hours, both when they arrive and leave. Security staff will provide access to any appropriate locked areas of the school whilst staff are working and will maintain an awareness of their presence. When the staff leave it is their duty to inform security staff of this so that any areas of the school that were opened up can be relocked and so that security staff know who is on/off-site during out of hours periods.

### **Emergency Considerations**

Lone workers should be capable of responding correctly to emergencies. Risk assessment should identify foreseeable events. Emergency procedures should be established and the people concerned trained in using the procedures.

Emergency Procedures may need to cover:

- fires resulting from the process or work being undertaken
- what needs to be done to recover a person who has had an accident - especially important in laboratories
- actions to be taken in case of a chemical spill
- actions to be taken in the event of power failure (for example where the person is reliant on power for their safety systems or for egress from a building e.g. power operated doors)

## **7.20 Manual Handling**

- Manual handling means: the transporting or supporting of a load by hand or by bodily force including lifting, putting down, carrying, pushing or pulling.

- A load can include a person or animal as well as inanimate objects but not an implement, tool or equipment while in use for its intended person.
- Typical manual handling tasks in school are:
  - moving tables and chairs
  - carrying piles of books or stationery
  - putting out PE equipment
  - maintenance activities
  - receiving and putting away food deliveries

To prevent injuries and long term ill-health from manual handling the school will ensure that activities which involve manual handling are eliminated, so far as is reasonably practicable. Where it is not practical the school will carry out an assessment to determine what control measures are required to reduce the risk to an acceptable level.

To implement this policy the school will ensure that:

- there is no lifting wherever possible and in relation to the handling of students with special needs, this policy is intended to promote a safer handling approach, which means no manual lifting of the whole or a substantial part of a person's body weight.
- manual handling assessments are carried out of activities that:
  - pose a foreseeable risk of injury
  - cannot be avoided
  - cannot be mechanised
 and consider the risks to pupils and employees.
- adequate information and training is provided to persons carrying out manual handling activities including details of the approximate weights of loads to be handled and objects with an uneven weight distribution, where appropriate
- any injuries or incidents relating to manual handling are investigated, with remedial action taken
- employees are properly supervised
- where relevant, employees undertaking manual handling activities are suitably screened for reasons of health and safety, before doing the work
- special arrangements are made for individuals with health conditions which could be adversely affected by manual handling operations
- wherever possible, the school will conduct the risk assessments of students with special needs before they attend and the school should seek to receive information on students in advance.

### **Reducing the risk of injury**

In considering the most appropriate controls, an ergonomic approach to designing the manual handling operation will optimise the health, safety and productivity associated with the task. Techniques of risk reduction will include:

- mechanical assistance
- redesigning the task
- reducing risk factors arising from the load
- improvements in the work environment
- employee selection

No employee will be required to lift any item that they do not feel confident of doing without risking personal injury.

## **Moving and Handling People**

- There are occasions when a student with medical needs requires assistance in moving. While the basics outlined above still apply, there are other considerations. When a move is essential and the person requires help, then their cooperation should be sought where possible. The move should be explained to them so that they can actively participate in it.
- Whenever a student with physical disabilities (these could be permanent, long term or temporary) needs regular support in standard moves such as from a wheelchair to toilet or a seat or vehicle, then a full risk assessment must be written up. Clear instructions covering each activity should be included, so that all staff members who are involved in the task may move the person safely and in the same manner.
- The risk assessment should consider both routine manual handling and emergency situations when manual-handling procedures may have to be adapted (e.g. evacuation in the event of a fire). The risk assessment will help to provide information about the procedures for that student's needs. Procedures should be developed with the student or their representatives. An individual's needs might vary day-to-day and even during the course of a day.
- Schools should endeavour to ensure employees adopt the same handling techniques when assisting students with moving and handling to ensure a consistent and safe approach. This will help to keep the student calm and reduce the risk of struggling, sudden movement or violence.

### **Key Actions**

- Heads of Departments to identify and list tasks with a potential to cause injury.
- complete a manual handling risk assessment for each task
- bring the assessment to the attention of relevant staff and pupils, where relevant
- provide manual handling information and where required training for staff and pupils
- supervise tasks to ensure safe lifting and handling
- review assessments at least annually
- complete risk assessments for pupils with special needs before they enter school

## **7.21 Minibus/Coach**

### **Legal Requirements**

The law requires that a minibus must:

- Have appropriate transport tax.
- Be adequately insured
- Be well maintained

The school will ensure that appropriate safety procedures are established for the minibus in line with the ROSPA Advice for Minibus Safety and their code of practice. A copy of the full code of practice is available at [www.rospa.com](http://www.rospa.com).

### **Driver Training**

It is essential that the school is satisfied that all persons authorised to drive are competent to drive a school vehicle containing students safely. The absolute minimum requirements to comply with our insurance are that the drivers:

- are over the age of 18;
- have a current driving license appropriate to the vehicle being driven.

Prior to transporting students for the first time, all drivers will be given the opportunity of a vehicle familiarisation session to include:



- Daily vehicle checks
- Pre-journey checks
- General driving safety
- Road testing
- Emergency stop
- Use of mirrors and indicators
- Reversing using mirrors only
- Passenger safety
- Passenger comfort

All new drivers will be added to the list of authorised minibus drivers.

### ***Drivers Hours***

- Careful consideration of driver hours should be taken to avoid driver fatigue whilst transporting students. At St. Stephen's International School specialised minibus drivers provide the minibus service to students and staff.
- Drivers should rest regularly whilst driving - at least 15 minutes break after two to two and a half hours of driving.
- Drivers should limit the total number of hours they drive in a day. If necessary two drivers should accompany a minibus so that one may take over if the other is tired.
- Thousands of accidents occur every year as a consequence of fatigued drivers. These tend to be more severe accidents as the driver is less likely to brake or swerve

### ***Driver's Responsibilities***

**The driver's key responsibility is to the safety and welfare of their passengers. This is paramount over and above any other consideration.**

Drivers must ensure that they are fit to drive the minibus. The following should be considered:

- The driver is free from the effects of any alcohol and current alcohol content in the blood should be zero.
- The driver is free from the influence of any drugs including legal medications.
- The driver has had sufficient sleep and is not fatigued.
- The driver is in good health and fit to drive the minibus.

**If the driver is not fit to drive the minibus, they must not attempt to do so.**

Drivers are responsible for the following checks before embarking on their trips:

- Do a visual inspection of the minibuses which includes tyre pressure checks and that the windscreen and glass is clean and can be seen through.
- Check brakes to see that they are functioning correctly.
- Ensure that mirrors and seats are in the correct driving position.
- Check that all lights are functioning correctly.
- Ensure that all seat belts are functioning correctly and are being worn. This includes all passengers, who must wear a seat belt.
- Ensure that the windscreen washer system works and that wipers are functioning correctly
- Ensure that the vehicle is correctly loaded and that no more than the stated maximum load of passengers are being carried.
- Emergency exits must not be blocked.
- Ensure that all doors are correctly closed.
- Check that there is enough fuel for the journey.

- As soon as possible after moving off, the driver should carry out a running brake test and at the same time, check the operation of the seat belts.
- At intervals throughout the journey, all instruments and warning lights should be checked and necessary action taken if a fault is indicated.
- Ensure that food and drink are not consumed on the vehicle.
- Make sure that no rubbish is left on the vehicle and ensure that no malicious damage has occurred to the interior of the vehicle

Whilst driving the driver must follow the laws, rules and regulations of the road. Safety of the driver and passengers must always be paramount and driving should be in line with best practice for the safety of passengers. A defensive driving approach should be utilised at all times with a safe distance kept between the minibus and other vehicles at all times.

At the end of the journey the driver must lock and make the vehicle secure. Keys should only be taken just prior to making use of the minibuses. The keys should be returned immediately after use.

### ***Passenger Responsibilities***

- Should wear seat belts and always remain in their seats until instructed otherwise
- Should never distract the driver by shouting, etc
- Students should not eat or drink on the vehicle
- Must make sure that escape routes are not blocked by bags, etc
- Students are ambassadors of the academy and must never bring its name into disrepute by gesturing, etc
- Passengers found to have vandalised the minibuses may face a ban from using it again and be required to pay for damages

### ***Accident Procedures***

- In the event of an accident the vehicle must stop.
- Ensure that any passengers are disembarked to a position of safety. If there are any injuries requiring treatment an ambulance must be called on 1669.
- The police must be called on 191 and they will adjudge responsibility. (Tourist Police who speak English can be called on 1155)
- Call the school contact and inform them of the accident. Students should not make calls home by mobile. It is the responsibility of the the school contact to organise contact with parents.
- The driver, if able, should take pictures of the accident without either vehicle being moved.
- The car must not be moved unless it is a danger to other traffic. The police will issue a report for the vehicle insurers.
- Where there are students involved, the school contact and trip leader will liaise to determine the appropriate course of action to take based on the situation at hand.

### ***Breakdown and Recovery***

The minibuses / buses are covered for breakdown and recovery. Details of how to contact the providers and our membership numbers are in the minibus.

### ***First Aid***

All minibuses contain first aid boxes which are checked at the end of each term. The contents of these boxes include:-

- Antiseptic wipes
- Bandages
- Assorted adhesive dressings
- Plasters

- Eye pads
- Scissors.

Any use of the first aid kit must be reported as soon as possible thereby maintaining a full kit at all times.

### **Minibuses must not be used for private use.**

#### ***Weekly Checks***

- Weekly checks of the minibuses will be carried out and recorded.
- Any defects in the minibuses noted by staff should be notified immediately to the nominated person who will then determine whether or not the vehicle should be taken off the road and repairs carried out.
- The minibus / coach are inspected regularly and serviced in line with the manufacturers recommendations.

#### ***Incorrect Use of the Minibuses***

- A driver who breaks the speed limit will be responsible for paying his/her own fines.
- Similarly fines imposed for incorrect car parking or negligent driving will be the responsibility of the driver.
- Any damage caused to the minibuses through incorrect use, may result in the driver being asked to contribute fully or partially to any excess payable by the school.

#### ***Speed Limit***

The speed limit for vehicles over 1200 kg but not pulling a trailer are below. These speed limits from the Land Transport Act 1979 apply to both the school van and the school bus :

- 60 km/h in built up areas (compared to 80 km/h for vehicles of 1200 kg or less)
- 80 km/h outside built up areas (compared to 90 km/h for vehicles of 1200 kg or less)
- local speed limits as per a specific speed limit sign

#### ***List of Authorised Drivers***

- The school will keep a list of drivers who have been authorised to drive the minibuses.
- Authorisation may be withdrawn at any time by the Principal. Any member of staff who has been advised not to drive their own vehicle for medical reasons must advise the school immediately.

#### ***Police Escort***

- For safety reasons, a police escort will be provided for student trips outside of the Bangkok metropolitan area.
- It is illegal for any vehicle to be less than 50m from an emergency vehicle, including the police escort vehicle.

## **7.22 New and Expectant Mothers**

The school recognises that the general precautions taken to protect the health and safety of the workforce as a whole may not in all cases protect new and expectant mothers and there may be occasions when, due to their condition, different and/or additional measures will be necessary. To implement effective measures for new and expectant mothers the school will ensure that:

- employees are instructed at induction to inform their manager of their condition at the earliest possible opportunity and that the highest level of confidentiality is maintained at all times
- risk assessments are carried out for all work activities undertaken by new and expectant mothers and associated records and documentation maintained

- new and expectant mothers are not allowed to work with chemicals of a mutagenic/teratogenic classification
- necessary control measures identified by the risk assessment are implemented, followed, monitored, reviewed and, if necessary, revised
- new and expectant mothers are informed of any risks to them and/or their child and the controls measures taken to protect them
- any adverse incidents are immediately reported and investigated
- appropriate training etc is provided where suitable alternative work is offered and accepted
- provision is made to support new and expectant mothers who need to take time off work for medical reasons associated with their condition
- where relevant a suitable rest area is provided to enable the new or expectant mother to rest in a degree of privacy and calm
- where risks cannot be eliminated or reduced to an acceptable level then consideration will be given to adjusting working conditions and/or hours or if necessary providing suitable alternative work or suspension with pay

### **7.23 Personal Protective Equipment**

The school provides personal protective equipment (PPE) when the risk presented by a work activity cannot be eliminated or adequately controlled by other means. When it is provided, it is because health and safety hazards have been identified that require the use of PPE and it is therefore necessary to use it in order to reduce risks to a minimum. To effectively implement its arrangements for the use of PPE the school will:

- ensure that PPE requirements are identified when carrying out risk assessments
- use the most effective means of controlling risks without the need for PPE whenever possible and only provide PPE where it is necessary
- carry out an assessment to identify suitable PPE
- ensure that if two (or more) items of PPE are used simultaneously, they are compatible and are as effective used together as they are when used separately
- ensure PPE is available to all staff who need to use it
- provide adequate accommodation for correct storage of PPE
- provide adequate maintenance, cleaning and repair of PPE
- inform staff of the risks their work involves and why PPE is required
- instruct and train staff in the safe use and maintenance of PPE
- make arrangements for replacing worn or defective PPE
- review assessments and reassess the need for PPE and its suitability annually or whenever there are significant changes.

Employees provided with PPE for their own personal use at work will be required to sign to confirm its receipt.

### **7.24 Physical Education**

- The school is committed to safe practice in physical education and recognises that the school and the teaching staff and others in positions of responsibility have a duty of care for those in their charge to ensure that planning and implementation include recognition of safety as an important element.
- Young people should learn about the principles of safety as applied to themselves and to the care and well being of others. This should be a planned and intentional aspect of the curriculum.

- The school follows the standards set out in 'Safe Practice in Physical Education and School Sport' produced by the Association for Physical Education.

### **Implementation**

- The Head of PE is responsible for ensuring this policy is brought to the attention of all staff in the department, for the purpose of ensuring that it is complied with.
- The Head of PE is also responsible for completing an Association for Physical Education (AfPE) PE risk assessment form for each PE event where significant health and safety hazards are reasonably foreseeable and for bringing risk assessments to the attention of relevant staff.

### **Staff competence and qualifications**

- Teachers with responsibility for the planning and delivery of PE programmes should have satisfactorily completed appropriate initial and/or in-service training, which cover all those aspects of activity required to be taught.
- Where there are specific National Governing Body Certificates available for certain sport or activities, teachers planning or supervising these activities should be certificated as appropriate.
- Only in exceptional circumstances and with great care should teachers of other subjects who have no specialist training in physical education be timetabled to teach in the PE department. Those teaching staff should not take full responsibility for any aspect of physical activity where there are elements of hazard and attendant risk. This will include swimming, gymnastics, athletics and throwing events. Where non-specialist PE teachers supervise or lead extra-curricular PE activities, they should be well-experienced in the specific sport, preferably with suitable certification. It is the responsibility of the Head of PE to undertake a risk assessment of all staff leading PE activities, whether timetabled or extra-curricular to determine their suitability to do so.

### **Expectations of Teachers**

Teachers delivering physical education need to:

- Understand their obligations relating to their duty of care
- Be suitably experienced, qualified and competent to teach the activity being offered
- Use regular and approved practice
- Be aware of any child/pupil at risk
- Ensure acceptable pupil behaviour at all times
- Clarify the role of and monitor the work of other school staff, contracted workers and volunteers.

### **Pupils**

Pupils engaged in physical education should be:

- Given opportunities to think about safe practice in relation to themselves and peers
- Guided to develop their knowledge and understanding relating to responsible participation and progress
- Sufficiently skilled and confident in the tasks set
- Appropriately supervised when undertaking a leadership role.

### **Supervision of pupils**

Unqualified teachers will not be required to teach in areas where they lack the appropriate experience and expertise, particularly where there are safety implications. A qualified specialist teacher should closely supervise PE classes. It is not acceptable for non-teaching staff to supervise a practical class on their own.

### **Adults other than Teachers (AOTT's)**

When adults other than teachers are used to support the delivery of physical education and in the extended curriculum to:

- support and work alongside teachers in the delivery of the curriculum
- work alongside and support teachers in the development of school clubs and teams on the school site
- deliver off-site activities

The school board continues to have a duty of care that operates for any activity in which pupils are engaged. Teachers cannot transfer this duty and therefore AOTT's must work alongside teachers with supervision. The school will ensure that stringent checks, including Criminal Records Bureau (CRB) checks, are made before allowing any unsupervised access to children.

Refer to: 'Guidelines for Local Education Authorities, Schools and Colleges' in the use of 'Adults other than Teachers in Physical Education and Sport Programmes', BAALPE.

### ***Class sizes in Physical Education***

In determining the size of teaching groups in physical education, account will be taken of:

- nature of the activity
- age, experience and developmental stage of pupil/students
- requirements of the National Curriculum

### **Physical education facilities**

Physical education facilities should provide:

- Hazard free playing surfaces
- Sufficient space allocated to the activities to be taught.
- Safe surroundings with cushioned areas around playing space (basketball hoops, surrounding storage equipment) and any ancillary equipment such as benches stored correctly at the side.

In addition:

- Teachers using the facility are responsible for checking for damage or hazards in the space and reporting these to a higher authority as required..
- All fitness equipment must be checked annually by an independent contractor or suitably qualified person.
- No students to be unsupervised at any time in the gymnasium or fitness area.
- All facilities to be suitable cleaned on a regular basis by cleaning staff.
- A duty member of staff must be present at break, lunch and after school around the Pavilion 2 area basketball/football court.

### **Risk Assessment**

- Risk assessments are maintained for each PE work area. It is the responsibility of the HoD to ensure that these remain up to date.
- Significant hazards and their control measures will be included in "schemes of work" as appropriate.
- All staff working in PE and school sport will be made aware of these findings and be involved in their review.

### ***Manual handling and storage of equipment***

Where possible manual handling tasks should be avoided, or the risk of handling injury should be minimised by appropriate task design or the use of handling aids (e.g. trolleys). The layout of storage

areas should minimise the need to stretch, reach, bend or twist the body excessively to reach frequently used or heavy items. This can be enhanced by ensuring that storage areas are kept tidy and well organised.

### **Apparatus Handling by Pupils**

It is an integral part of the subject to involve pupils in apparatus handling, particularly in gymnastics. However this must be carried out in such a way as to reduce risk to pupils as far as is reasonably practicable. The school will make arrangements to enable pupils to learn how to handle equipment safely according to their age and strength.

### **Inspection of equipment**

- All indoor PE facilities (gymnasiums, halls, sports halls, multi-gyms etc.) and equipment will be inspected termly and records kept.
- PE department staff should carry out pre-use visual checks of equipment to identify obvious defects this includes a visual sweep of playing areas prior to use to ensure any hazardous objects are removed.
- Any defective items are immediately taken out of use until repaired or replaced.
- Games posts must be kept in a good condition. Lighter portable posts should be secured to prevent them falling over. Free standing posts must be secured and all posts checked regularly.
- Any issues will be reported back to the health and safety committee

### **Purchasing and storage of equipment**

- All items purchased comply with the appropriate standards from suitable suppliers, taking into account the nature of the usage, age of pupils, etc.
- All equipment must be stored safely and securely. Storage areas must be kept tidy, locked and allow safe access when appropriate for staff, ASL and pupils.
- Apparatus and equipment is stored in outside shed and in school hall in storage units and containers. These are labelled and colour coded where appropriate (Pav 1,2, Field)

### **Hazards and equipment defects**

- It is the responsibility of everyone in the PE department to inform the teacher in charge of any hazards, e.g. defects to equipment, so that appropriate action can be taken.
- If the teacher in charge considers a defect to be a significant threat to health and safety, the equipment must be taken out of action until the defect to the equipment has been remedied and/or the Head of Department agrees it is safe to be used.
- A notice must be hung on the equipment indicating that it is faulty and must not be used.

### **Accidents and emergency procedures**

- The school has designated trained first aiders and a nurse onsite that is contactable at all times.
- In curriculum lessons, if an accident or injury occurs, a first aider/nurse is informed who decides on the action to be taken.
- If necessary, the rest of the group will be removed from the area accompanied by an adult.
- In out of hours learning activities, a first aid kit is available and accessible. (Fixtures, sports days, festivals)
- Emergency contact numbers are also available and accessible and another member of staff is present in the vicinity to remove other children or the injured child/children if necessary.
- For off-site visits, the members of staff will have the school phone number, direct to school office who then make relevant contacts. (For specific children, emergency contact numbers are given to member of staff in charge, so a direct call can be made if necessary). All staff

accompanying the children will have mobile telephones.(Staff are aware of the critical incident plan when taking children off site).

- Part of the risk assessment for an off-site visit / away fixture is ensuring that first aid is available at the location of the visit and that there is access to other medical facilities if necessary.
- All accidents are recorded in the accident book.

### **First Aid**

- The school will ensure that a suitable numbers of trained first aiders are available. The school nurse will deal with first aid issues in the majority of cases.
- A travelling first aid kit and clear, effective procedures for contacting the emergency services is considered to be the minimum requirement.
- Procedures to address the needs of injured pupils and the remainder of the group away from school premises and the managing accidents will be included in PE risk assessments.
- Where an accident/incident happens requiring first aid an assessment of the needs of the casualty will need to be made. The first aider (usually the nurse) should attend the casualty rather than the casualty being taken to the first aider (usually the nurse) unless the injury is minor and it is clear that no further damage can be caused by the casualty being moved.

### **Clothing, personal effects and protection**

- The school has a written policy on clothing, personal effects and personal protection for pupils in physical education, which includes the importance of safety and hygiene.
- All pupils and parents are informed of the policy in order to promote consistent good practice across the school and minimise potential problems that may otherwise arise.
- The policy draws parents' attention to the fact that there is an element of danger to the wearer and others if jewellery and clothing policies are not strictly enforced.
- The only concern is one of safety for the wearer and others in PE contexts.

### **Dress**

- Students must wear appropriate PE kit provided by the school shop for all PE and swimming activities following the schools PE kit policy.
- Clothing should allow unrestricted movement without being loose and when necessary provide protection for the activity concerned. Care should be taken to ensure that young people do not wear unnecessary amounts of clothing, particularly for indoor activities.
- Long hair must be tied back to prevent entanglement in apparatus, to prevent it obscuring vision or being accidentally pulled.
- The wearing of sensory aids (spectacles and hearing aids) will usually be determined by the nature of the activity (i.e. activities involving physical contact would not be appropriate).
- Spectacle wearers should be encouraged to secure their spectacles using appropriate tabs or bands prior to play. Parents should be asked to provide shatterproof lenses in spectacles or ideally plastic lenses whenever the participant relies on wearing spectacles during PE.

### **Footwear**

- Barefoot working is recommended for activities such as gymnastics and dance.
- Pupils should never participate in socks on polished surfaces.
- When organising indoor activities, a situation where some pupils have footwear and some are barefoot should be avoided and all pupils work barefoot.



- Appropriately studded boots are recommended for invasion games played on grass pitches.
- Students must wear appropriate footwear for outdoor activities on grass as instructed by PE teachers. Risk assessment is undertaken to ensure that footwear is appropriate for the varying activities and ground conditions and alternative arrangements made if necessary.

### **Jewellery**

- All jewellery and personal effects such as watches, necklaces and body piercings must be removed for physical education and related activities.
- Staff should always give a verbal reminder to pupils to remove jewellery prior to PE lessons.
- If, under exceptional circumstances, jewellery cannot be removed (e.g. cultural practice or newly pierced ears), risk of injury should be reduced where it is practicable to do so.

### **Sunburn, skin damage and hydration**

- Students are taught about the dangers of the sun and the importance of protection.
- All students are encouraged to apply sunscreen/block preparations and to use a non-water resistant product. The sunscreen used should be SPF15 or higher.
- Students should also wear a sun cap where possible.
- During physical education where games are being played outside, care should be taken to ensure that clothing is loose fitting and that preferably tops with collars are worn. Where possible, players not taking part should be sitting in some form of shade.
- Water dispensers should be available close to each facility (indoor & outdoor)

### **Specific activities**

- Please refer to the PE policy for specific activities undertaken during physical education lessons including; gymnastics, athletics, football, touch rugby, hockey, basketball etc. Specific health and safety guidelines and recommendations will be present.

## **SWIMMING POOL REGULATIONS, INFORMATION AND OPERATING PROCEDURES**

### **Normal Operating Procedures**

Maintenance of the pool is the responsibility of the caretaking / maintenance staff and the chlorine levels, pH and temperature should be monitored and recorded at least twice daily. The Head of PE in consultation with other staff members, will decide whether the condition of the pool allows use. The operations officer has overall responsibility for the health and safety conditions assisted by the School Services Manager who is also responsible for the conditions of hire to any outside organisations or use outside school time.

### **Qualifications Necessary:**

- All lifeguards or teachers in charge of a class using the pool must have suitable and up to date qualifications according to current legislation. including a Pool Lifeguard Qualification (valid for two years).

### **Safety Information:**

- All teachers supervising students at the swimming pool are trained in emergency resuscitation techniques and at least basic first aid. The school nurse is available during normal school hours of 08:00 to 16.30.
- The nearest AER unit is in the infirmary.

- Supervising PE staff must have access to a phone close to the swimming pool in case of emergency or have a working mobile phone with them.
- Diall **1669** for an ambulance if required.

#### **Obtaining Help**

- If a non-swimmer (adult or student) is available, he/she should be briefed to assist with phone calls or to take other action in an emergency.
- Instructions should be given before the lesson starts. A student or other adult may be asked to leave the pool to bring help or to obtain first aid requirements.
- At no time should the teacher/lifeguard leave the poolside or an injured student.
- Even for quite a minor cut or graze, the teacher in charge may deem it necessary to phone for support so that the safety of the group in the pool can be ensured while someone else administers the first aid.

#### **Report Accidents:**

- All school injuries, however minor, must be reported to the infirmary and a note made in the accident book.
- Organisations who have rented the pool need to complete an accident report form for all injuries see appendix 5, on completion this should be handed to the Operations Manager.

#### **Lifeguard/teacher:**

- Must carry a whistle at all times and be suitably dressed.
- Must always be on the poolside whilst supervising swimmers.
- Must not enter the water unless in an emergency.
- Must know the emergency action plan (see later).
- Must ensure that he/she can see all areas of the pool at all times, including the bottom of the pool.
- Ensure that an adequate variety and amount of rescue equipment is in the pool before starting each lesson/session.
- Person in charge must not leave the pool area at any time, unless another qualified person remains on the poolside with the group.
- Ensure that the safety equipment is positioned at intervals along the pool surround.
- Ensure that the tasks set are appropriate for the groups being taught.
- Ensure that the equipment does not obstruct the pool surround, thus preventing accidents.
- Must regularly practise their lifesaving techniques to ensure their effectiveness has not deteriorated.
- In the event of lack of water clarity, the pool should not be used and the Operations Manager should be notified.

#### **Access:**

- At no time may any students/swimmers be in the pool without a qualified member of staff being present.
- Students/swimmers should stay in the changing rooms and only be admitted by the member of staff taking the lesson.
- The doors to the pool must be locked at all times when the pool is not in use.
- The teacher taking the lesson/session is responsible for this being carried out after each lesson has finished.
- At no time should there ever be less than three people in the pool – one of whom must have a life-saving qualification and should remain on the side of the pool at all times - this also applies to staff / adult sessions.
- Clean indoor footwear only to be worn – shoes which have been worn outside must be taken off before entering the pool area.

#### **Potential Risk Factors:**

- Width of surrounds may make use of rescue aids or landing a swimmer difficult.

- The long design makes some areas of the pool blind spots to a single teacher, who may not remain centrally positioned throughout a teaching session.
- Metal rails in the pool could trap a small child's wrist.
- Metal rails stand proud and students could bang heads when coming up from underwater.

#### **Other Important Points:**

- All swimmers must be made aware of the following rules:
- No one is permitted in the pool area without a lifeguard/qualified teacher being present.
- No one must swim, unless in a group of three or more, one of whom must be qualified and stay on the side.
- No running.
- No diving (including racing and surface dives) in a non-diving area.
- Diving area from deep end edge only.
- No dangerous or irresponsible behaviour in changing rooms or pool area.
- All swimmers should be encouraged to use the toilets before entering the pool.
- All swimmers must know the pool evacuation procedure and get out of the water when instructed to do so.
- No outdoor footwear allowed in the pool area.
- Must be dressed appropriately.
- Must not enter the pool with any infectious diseases or skin complaints.
- No food or drink in the pool area.

#### **Hire of Pool to Outside Organisations:**

The school retains responsibility when hiring out the pool. It is, therefore, essential that all requirements of this health and safety policy are fulfilled.

#### **Emergency Action Plan**

Evacuation Procedure:

Long blasts on the whistle are the signal for swimmers to go to the edge and get out.

Swimmers are instructed to line up by the exit gate in an orderly manner. Swimmers are counted through the door, led out of the pool building and escorted to the changing rooms.

## **7.25 Pressure vessels**

Pressure vessels used in the school science departments include autoclaves and domestic pressure cookers (used as autoclaves).

Because of the high pressures at which they operate and the steam that is generated in the UK they are subject to the requirements of the *Pressure Systems Safety Regulations 2001*, which St. Stephen's International School will refer to for health and safety guidance. The metal from which the pressure vessels are constructed may become corroded. Pressure vessels include some mechanism for regulating the pressure of steam that builds up internally; normally steam is released to maintain a constant working pressure. Severe corrosion and failure of pressure-regulating and other safety valves could lead to an explosion.

To ensure the safety of the pressure vessels used the school will:

- establish the safe operating limits of the equipment;
- provide adequate instructions to ensure the equipment is operated safely, and instructions for procedures to be followed in case of emergency;
- ensure that the equipment is properly maintained;

- have a suitable written scheme drawn up or certified by a competent person for the examination, at appropriate intervals, of the equipment;
- arrange to have examinations carried out by a competent person at the intervals set down in the scheme;
- keep adequate records of the most recent examination.

Autoclaves and pressure cookers need periodic inspection.

- The examination normally takes place each year.
- Records of examinations are kept in the Science Preparation Room

## **7.26 Primary and Early Years**

### **Outdoor Play in Primary**

- The outdoor areas (Primary) will have an annual risk assessment check as well as new risk assessments every time a new piece of equipment or area is introduced.
- During wet weather children will play in Pavilion 2. Should there be a risk of lightning they will return to class.
- Ensure that Maintenance Request forms are done and given to appropriate staff if any parts of the outdoor areas need attention with a clear description of what needs doing. If there is an issue of maintenance that could be a hazard, notify the Head of School immediately Do not let children play with equipment until it has been checked and, if needed, fixed. Please look out for snakes, bee, wasp and ant nests.

### **Outdoor Play in Early Years**

- The outdoor areas (Nursery and KG/Reception) will have an annual risk assessment check as well as new risk assessments every time a new piece of equipment or area is introduced.
- The areas will be securely fenced. No older children or adults should be in there at any time, unless they have asked an Early Years member of staff.
- At the start of each morning session a member of staff will be responsible for Health and Safety. Checks should be completed before children enter the garden and all areas at the end of the day must be cleared of resources and the resources stored in an appropriate areas. Close all gates and ensure the area is securely fenced after each session in the area if you are the last one out.
- Staff will encourage children to take part in risk taking activities with good supervision.
- Whichever staff member leaves the outdoor area last, will check known areas where children can conceal themselves such as the house and tent. If you cannot do this yourself, ask a member of the management team.
- Staff must provide shaded areas during the hottest part of the day and provide plenty of fresh water for children and encourage them to drink. This also applies to staff and adults.
- During wet weather children should wear appropriate clothing such as waterproofs and wellington boots. If it is raining very hard, children are not allowed outside.
- For Nursery outdoor area, in the event of the fire alarm going off get children inside as quickly as possible and follow the normal fire alarm procedure.
- For the KG and Reception outdoor area, in the event of the fire alarm going off do not come back into the building but exit the area via one of the fencing.
- The water trays need to be cleaned regularly, at least once every two weeks.
- At the end of each session, last adult outside is to put the lid on the sandpit.
- Ensure that Maintenance Request forms are done and given to appropriate staff if any parts of the outdoor areas need attention with a clear description of what needs doing. If there is an issue of maintenance that could be a hazard, notify the manager immediately and let other

rooms know so that they can avoid the hazard or delay outdoor activities. Do not let children play with equipment until it has been checked and, if needed, fixed. Please look out for wasp and ant nests.

### **Cleaning in Early Years**

- All toys and equipment in the Early Years classrooms, Shared Area, Quiet Play Area and the Outdoor Areas (Nursery and KG/Reception) need to be cleaned at least once per half-term.
- Floors to be cleaned in Nursery and KG before bedding is put down at naptime. Cleaning needs to be done whilst children are having lunch (11:00 for Nursery and 11:25 for KG).
- The bedding in Nursery and KG is to be cleaned on a Friday afternoon and returned to the classroom by Monday morning.

### **Refuse Disposal**

A special service has been arranged for the removal of clinical waste ie: nappies and sanitary waste. Sanitary waste is disposed of directly and nappies/human fluid products or animal faeces must be placed in yellow sacks in the correct external bin.

### **Hygiene**

To prevent the spread of infection, adults in the group will ensure that the following good practices are observed by adults and children present at each session as appropriate.

#### Personal hygiene

- Hands washed after using the toilet and before handling food using soap.
- Children with pierced ears are not allowed to share each other's earrings.
- Children encouraged to blow and wipe their own noses when necessary and to dispose of soiled tissues hygienically. Children are encouraged to catch their cough in their hands. After coughing or blowing their nose, children are encouraged to wash their hands.
- Hygiene rules related to bodily fluids are followed with particular care. All staff are made aware of how infections, including HIV infection, can be transmitted. Latex gloves are always available for adults to wear. (Put in Reception/KG toilets or if needed)

#### Cleaning and clearing

- Any spills of blood, vomit or excrement will be disposed of hygienically. Latex gloves always used when cleaning up spills of bodily fluids. Floors and other affected surfaces disinfected according to the manufacturer's instructions. Fabrics contaminated with body fluids will be sealed in a bag.
- Spare laundered children's underwear and other clothing available in case of accidents, and polythene bags available, in which to wrap soiled garments. Bags stored away from children.
- All surfaces cleaned daily with an anti-bacterial cleaner.

### **Recording Incidents**

If a medical incident occurs with a child, meaning they have to see the Nurse, the adult who witnessed the incident or is first to deal with the child, needs to fill out an Incident Form (paper copy) as soon as possible. This is then taken to the Nurse, who will pass it to the Key Stage Manager and finally the Head of School. The class teacher needs to be informed of any incident that occurs so they can inform parents.

- If the incident is serious, the parent's will be contacted immediately.
- If only a minor injury, parents are to be notified by an email or to be told by their class teacher or teaching assistant after school.

## **Adult to Child Ratio**

In KG and Reception there should be a ratio of 1:8 adults to children and in Nursery 1:4 adults to children.

## **School Trips**

Primary:

The adult to child ratio when on trips is 1:10 for Category A and 1:8 for Category B trips according to the Risk Assessment policy.

Reception:

The adult to child ratio when on trips is 1:8 for Category A and 1:2 for Category B trips according to the Risk Assessment policy.

KG:

The adult to child ratio when on trips is 1:6 for Category A trips according to the Risk Assessment policy.

Nursery:

These ratios are suggested as guidelines, according to the category of the trip. Teachers wanting to take Nursery students on a trip should consult the Head of Primary.

The precise staff / pupil ratio for any trip may be higher or lower than these guidelines, depending upon a number of factors including the nature of the visit, the age of the pupils, the experience of the staff leading / helping on the visit, and if relevant the weather conditions. The precise ratio to be used will be determined by the Head of School.

## **7.27 Radiation**

Teaching about ionising radiation in school helps pupils to develop a balanced attitude towards the subject, for many the study of ionising radiation at school may be their only opportunity to achieve this. St. Stephen's does not currently possess radioactive sources but may do so in the future to support the teaching of this topic.

School work involving ionising radiation is very safe because great care has been taken in the choice of sources, control measures and procedures. However, all radioactive substances can cause harm if misused.

To comply with legislation and to ensure the school follows best practice the school has appointed:

- Dr K Hylands as Radiation Protection Adviser (RPA)
- and: Mr A Lilley as Radiation Protection Supervisor (*RPS*).

The Local Rules for the use of ionising radiations have been adapted from the CLEAPSS model in consultation with the RPA and it is a function of the Teacher in Charge of Science to see that they are

adhered to. Staff using ionising radiation have been issued with their own copies, as a part of their training.

- The *Radioactive Sources History* (i.e., authority to purchase, record of delivery, details of events in the life of the source and eventual certificate showing method of disposal) is kept in the Science Prep. Room.
- The *Use Log* (showing the times that any sources are removed from and returned to their store) is kept in the Science Prep. Room.
- The *Monitoring Record* of tests for leakage of radioactive sources and contamination by radium sources is kept in the Science Prep. Room. Testing normally takes place each year September.

It is the responsibility of the Head of Science to ensure these records are all kept up to date.

## 7.28 Risk Assessment

Risk assessment is a systematic examination of what within our school can cause harm to people. Risk assessment helps us determine whether we are doing enough or whether further actions are required to reduce the likelihood of injury or ill health.

Our policy is to complete a risk assessment of all our known and reasonably foreseeable health and safety hazards covering all our premises, people, equipment and activities in order to control risks and to plan and prioritise the implementation of the identified control measures.

We will ensure that:

- assessments are carried out and records are kept
- control measures introduced as a result of assessments are implemented and followed
- employees are informed of the relevant results and provided with necessary training
- any injuries or incidents lead to a review of relevant assessments
- assessments are regularly monitored and reviewed
- suitable information, instruction and training will be provided to all persons involved in the risk assessment process

We may be controlling risks in various ways, determining the effectiveness of those controls is part of our risk assessment process.

It is the responsibility of the Principal to ensure risk assessments are conducted. In practice the actual assessment process will be delegated to Heads of Departments and managers.

Generic/Model risk assessments are acceptable so long as the assessor:

- satisfy themselves that the 'model' risk assessment is appropriate to their work; and
- adapt the model to their own actual work situations.

When completing risk assessments it is necessary to refer to the relevant subject guides:

### Science

- CLEAPSS <http://www.cleapss.org.uk/>
- CLEAPSS School Science Service Laboratory Handbook
- CLEAPSS Hazcards

## **Art**

- National Society for Education in Art & Design (NSEAD) <http://www.nsead.org/hsg/index.aspx>

## **PE**

- Safe Practice in Physical Education and School Sport - BAALPE/afPE <https://www.afpe.org.uk>

## **Offsite visits**

- Health and Safety of Pupils on Educational Viits - DfE
- Outdoor Education Adviser Panel. <https://www.oeap.info>

## **7.29 Science**

- This policy sets out the schools arrangements for ensuring that practical work within the science department is carried out safely and that safety control measures applied are pragmatic and proportionate so as not to inhibit good teaching.
- The task of overseeing health and safety within the science department is that of the Head of Science supported by the Heads of Subject.
- Laboratory rules are displayed in each of the science teaching rooms.
- At the start of the new year students review the science department safety rules in their first practical lesson and stick the laboratory rules in their exercise books.

## **Information**

- All staff are issued with a copy of this policy, which they should keep in their personal health and safety portfolio.
- Any new instructions restricting or rescinding (lifting) restrictions made by the school are communicated to all staff in writing.

## **Monitoring and Checking**

- The school requires the science department to monitor the implementation of this policy.
- Records of monitoring are kept by the Head of Department.

## **Training**

- Any non-science staff who have to supervise any class in a laboratory will receive brief training in laboratory rules.
- Records of the training received by members of the science staff are kept on file.

## **Risk Assessments**

- The school follows the recommendation of the UK Health and Safety Executive to adopt 'model' or 'general' risk assessments adapted to the school curriculum and facilities.
- Whenever a new course is adopted or developed, all activities (including preparation and clearing-up work) are to be checked against the model risk assessments and significant findings incorporated into texts in daily use, i.e., the scheme of work, set of lesson plans, syllabus, technician notes.
- If a model risk assessment for a particular operation involving the relevant hazards cannot be found in these texts, a special risk assessment is to be completed. In order to assess the risks adequately, the following information is collected:
  - Details of the proposed activity.
  - The age and ability of the persons likely to do it.



- Details of the room to be used, i.e., size, availability of services and whether or not the ventilation rate is good or poor.
- Any substance(s) possibly hazardous to health.
- The quantities of substances hazardous to health likely to be used, including the concentrations of any solutions.
- Class size.
- Any other relevant details, e.g., high voltages, heavy masses, etc.

**Practicals within Schemes of Work have been checked against the model risk assessments. Staff should deviate from it only if their proposed activities have been also checked with the model risk assessments and, where appropriate, agreed with the Head of Department.**

- Where an activity must be restricted to those with special training, that restriction is included in a note on the text.
- The Head of Department maintains records of staff who have been trained and authorised to perform restricted practicals in the science department.

### **Fume Cupboards**

- The school will arrange regular testing of fume cupboards at a maximum interval of 14 months but require teachers to perform a quick check before use. Records of the tests are kept on file.
- All users have been trained to carry out a quick check that a fume cupboard is working before use.

### **Pressure Vessels**

- Autoclaves and pressure cookers need periodic inspection, normally annually. The school does not currently possess this, but may do in the future in order to safely dispose of microbiological samples. Records of examinations will be kept on file in the science department along with the specifications of the initial equipment.

### **Equipment Safety**

- All staff selecting equipment for purchase will check that it is safe and suitable for the intended purpose.
- Equipment listed by specialist educational equipment suppliers is taken to meet these appropriate regulations but all other equipment, especially gifts, is treated with caution and carefully assessed. Some equipment provided by Thai companies has been sub-standard and poses risks to students and staff using them. Records should be kept of suppliers of defective equipment and alternative suppliers sought.
- Any user who discovers a hazardous defect in an item of equipment must report it to the Head of Department or other nominated person.

### **Personal Protective Equipment**

- The school accepts the duty to provide eye protection, gloves and laboratory coats for employees and students where the risk assessment requires them.
- It is expected that staff and students wear eye protection and PPE as and when it is needed.
- Shoes must always be worn in school laboratories and preparatory rooms at all times.
- The condition of the eye protection is checked at the start of each term.

### **Chemicals**

- The safe storage and, where necessary, disposal of chemicals including highly-flammable liquids, will be arranged in accordance with the requirements of the *UK Dangerous Substances and Explosive Atmospheres Regulations (DSEAR)* in order to ensure that chemicals are stored

securely, the risks of fire, explosion and spillage are minimised, labels are readable and that a spill kit is available and properly replenished.

- Hazardous activities involving chemicals are restricted to those who have received special training and as identified in the texts in daily use as part of the risk assessment.

### **Waste disposal**

- Waste chemicals and equipment are disposed of in an environmentally-responsible manner in accordance with relevant legislation.

### **Safe disposal of Sharps**

- All sharps must be correctly and safely disposed of in a leak-proof, puncture resistant, lockable container. The container should not be filled more than two thirds then sealed and disposed as per the school procedure.
- Each laboratory is equipped with a broken glass container and a dustpan and brush to deal with glass breakages.

### **Security**

- Access to laboratories and preparation rooms will be controlled to prevent unauthorised access. All science rooms including store rooms are to be kept locked at all times except when in use.
- It is the task of the staff member leaving such a room to see that the room is empty and that the door is locked. All laboratories which are left open are cleared of all hazards, including shutting-off all services when supervision by a suitably-trained teacher or teaching assistant comes to an end.
- No class is allowed to be in a laboratory without adequate supervision.
- All science areas are made safe for cleaners or contractors to work in before these persons are allowed to proceed.

### **Fire fighting equipment**

- The priority of a science classroom teacher in the event of a fire in their laboratory is to evacuate the class away from the area of danger and to sound the alarm to the rest of the school.
- The classroom teacher may take the decision once students are away from the hazard that they can tackle the fire and fire-fighting equipment is provided for this. Two 2 kg carbon-dioxide extinguishers and one fire blanket are provided for fire-fighting as standard in each science classroom.
- When using flammable metals, it is better to have a bag of sand immediately available in case of fire.
- Dry powder extinguishers may cause permanent damage to computers and lead to such a mess that industrial cleaning will be required. A fire blanket can be used to smother fires, often causing less damage than a carbon dioxide extinguisher, which may blast apparatus across the bench.

### **Spills**

- Trivial spills are dealt with using damp cloths or paper towels.
- Spills of any amount which do not give rise to significant quantities of toxic or highly-flammable fumes ('minor spills') are dealt with by teachers using a 'spill kit' provided for this purpose.

- Major spills are those involving the escape of toxic gases and vapours or of flammable gases and vapours in significant concentrations. (Small amounts can be 'major spills' if spilt in small rooms.)
- Staff are trained in the appropriate procedures which may involve calling the Fire Service - 1669 / 199. This training is supported by regular drills arranged by the Head of Department.

### **7.30 Stress**

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

Stress at work can come about for a variety of reasons. It may be excessive workload, unreasonable expectations, or overly-demanding work colleagues. The school will endeavour to ensure a pleasant working environment and that employees are as free from stress as possible.

We will:

- work to identify all workplace stressors and conduct risk assessments to eliminate stress or control the risks from stress
- regularly review risk assessments
- consult with employees on issues relating to the prevention of work-related stress
- provide access to confidential counselling for employees affected by stress caused either by work or external factors
- provide training for all managers and supervisory staff in good management practices

Employees who experience unreasonable stress which they think may be caused by work should raise their concerns with their manager or through the school's grievance procedure.

Following action to reduce the risks, they shall be reassessed. If the risks remain unsustainable by the employee concerned, efforts shall be made to reassign that person to other work for which the risks are assessed as tolerable.

### **7.31 Supporting Pupils with Medical Needs**

- The school's policy is to support pupils to attend school who have a medical condition. The school will therefore support the administration of short and long term medication and medical techniques where this is necessary for the pupil to continue to be educated at school. The school will also put in place procedures to deal with emergency medical needs.
- The school will establish procedures to ensure that all concerned staff, parents, students and, where relevant, health professionals are aware of the student's condition and what steps have been agreed either to manage the condition on a daily basis or to be implemented in case of an emergency.
- Administration of medication is undertaken by the nurse on the school site. It will only be done where the procedures are followed.

#### ***Health Care Plans***

- Parents are responsible for providing the school with up to date information regarding their child's health care needs and providing appropriate medication.

- Individual health care plans are in place for those pupils with significant medical needs e.g. chronic or ongoing medical conditions such as diabetes, epilepsy, anaphylaxis etc. These plans will be completed at the beginning of the school year / when child enrolls / on diagnosis being communicated to the school and will be reviewed/updated annually.
- All staff are made aware of any relevant health care needs and copies of health care plans are available in the medical folders in the primary and secondary staff rooms.
- Staff will receive appropriate training related to health conditions of pupils and the administration of medicines by a health professional as appropriate.

### ***Administering Medicines***

- No child under 16 should be given medicines without their parent's written consent. The school nurse giving medicines to a child should check: the child's name; prescribed dose; expiry date; written instructions provided by the prescriber on the label or container.
- If in doubt about any procedure staff should not administer the medicines but check with the parents or an external health professional before taking further action. If staff have any other concerns related to administering medicine to a particular child, the issue should be discussed with the parent, if appropriate, or with a relevant health professional.

### ***Self-Management***

- It is good practice to support and encourage children, who are able, to take responsibility to manage their own medicines from a relatively early age. As children grow and develop they should be encouraged to participate in decisions about their medicines and to take responsibility.
- Older children with a long-term illness should, whenever possible, assume complete responsibility under the supervision of their parent(s). Children develop at different rates and so the ability to take responsibility for their own medicines varies. This should be borne in mind when making a decision about transferring responsibility to a child. There may be circumstances where it is not appropriate for a child of any age to self-manage. Health professionals need to assess, with parents and children, the appropriate time to make this transition.
- Where children have been prescribed controlled drugs, staff need to be aware that these should be kept safely. However children could access them for self-medication if it is agreed that it is appropriate.

### ***Refusing Medicines***

- If a child refuses to take medicine, staff should not force them to do so, but should note this in the child's record and follow the agreed procedures. Parents should be informed of the refusal on the same day.

### ***Educational Visits***

- The school will consider what reasonable adjustments they might need to make to enable children with medical needs to participate fully and safely on visits. This might include reviewing and revising the visits policy and procedures so that planning arrangements will include the necessary steps to include children with medical needs. It might also include risk assessments for such children.
- Sometimes additional safety measures may need to be taken for outside visits. It may be that a school nurse, a parent or another volunteer might be needed to accompany a particular child. Arrangements for taking any necessary medicines will also need to be taken into

consideration. Staff supervising visits should always be aware of any medical needs and relevant emergency procedures. Copies of health care plans should be taken on visits in the event of the information being needed in an emergency.

### ***Sporting Activities***

- Any restrictions on a child's ability to participate in PE should be recorded in their individual health care plan. All adults should be aware of issues of privacy and dignity for children with particular needs.
- Some children may need to take precautionary measures before or during exercise and may also need to be allowed immediate access to their medicines such as asthma inhalers. Staff supervising sporting activities should consider whether risk assessments are necessary for some children, be aware of relevant medical conditions and any preventative medicine that may need to be taken and emergency procedures.

### ***School Transport***

- Where pupils have life threatening conditions, specific health care plans should be carried on vehicles. The care plans should specify the steps to be taken to support the normal care of the pupil as well as the appropriate responses to emergency situations.
- All trips should have appropriate first aid trained staff as deemed appropriate during the risk assessment process. Additionally trained escorts may be required to support some pupils with complex medical needs. These can be healthcare professionals or escorts trained by them.
- Some pupils are at risk of severe allergic reactions. Risks can be minimised by not allowing anyone to eat on vehicles. All escorts should also be trained in the use of an epipen for emergencies where appropriate.

### ***Non-Prescription Medication***

- Non-prescription medication should not be administered by school. This includes paracetamol and homoeopathic medicines.
- Staff may not know whether the pupil has taken a previous dose, or whether the medication may react with other medication being taken. A child under 16 should never be given aspirin containing medicine, unless prescribed **by a doctor**.
- Where it is necessary to administer non-prescription medicine to a child, specific written permission must be obtained from parents / carers and the administration documented.
- If a pupil suffers regularly from acute pain, such as migraine, the parents should authorise and supply appropriate painkillers for their child's use, with written instructions about when the child should take the medication. The nurse should notify the parents that their child has requested medication and supervise the pupil taking the medication if the parents have agreed to it being taken.

## **7.32 Work At Height**

The school will take all reasonable steps to provide a safe working environment for all employees who may be affected by work at height activities. The school will ensure that:

- no work at height may take place when students are in school unless the area is completely isolated from students, parents and other staff
- all work activities that involve work at height are identified and assessed
- the need to undertake work at height will be eliminated whenever it is reasonably practicable to do so
- all work at height is properly planned and organised
- all employees required to use stepladders or ladders are competent
- regular inspections of all stepladders and ladders are undertaken

- any contractors on school property comply with this policy
- ladders and stepladders are secured to prevent unauthorised use.

### ***Risk Assessment for Work at Height***

For all activities involving work at height a risk assessment must be conducted and the findings recorded. This assessment should consider both the work to be done and the most appropriate access equipment to be used (not just what is available) to achieve a safe system of work.

When determining control measures the following hierarchy of controls for work at height as follows must be considered:

- avoid the risk by not working at height, for example by working from existing platforms, using long reach equipment etc. If it is not practicable to do the work safely in some other way then:
- use work equipment or other measures to prevent falls; and:
- where the risk of a fall cannot be eliminated further controls to minimise the distance and consequences of a fall should one occur.

The detail of the assessment will depend on the level of risk involved, as a general guide the risk assessment should consider:

- The task and activity involved
- The people (medical conditions etc.)
- Equipment to be used including erection and dismantling
- The location (proximity to roads, overhead electrical cables etc.)
- The environment, poor conditions and slippery surfaces (weather, temperature etc.)
- The effect on pedestrians of possible falling objects

### ***Using Ladders (including stepladders)***

Ladders should not be used simply because they are readily available, the risk assessment should determine if a ladder or stepladder is appropriate for the task.

Ladders and stepladders should only be used for **short duration tasks (less than 30 minutes)**, light duty tasks or where more suitable access equipment cannot be used due to existing features of the site which cannot be altered.

Whilst a ladder may reach, if the task requires strenuous work, carrying bulky / heavy equipment or likely to take more than 30 minutes then an alternative means of access such as a tower scaffold or podium steps would be more appropriate.

- Only those persons who have been trained to use ladders safely may use them.
- All ladders should be secured against unauthorised use
- Prior to use it should always be ensured that the ladder is in good condition and fit for purpose.
- Where ladders are to be used to work from it should be ensured that:
  - a secure handhold and support are available at all times; • the work can be completed without stretching;
  - the ladder can be secured to prevent slipping.

### ***Equipment identification / inspection***

- The school will compile a register of equipment for working at height (excluding kick stools). Where there is more than one piece of equipment each should be indelibly marked with an identifying number.

- Equipment for work at height, should be inspected prior to use and by a competent person termly/6 monthly. The inspection will depend upon the complexity of the equipment.
- In the case of tower scaffolds a competent person must inspect these prior to its first use and thereafter every 7 days that it remains in place.

### **7.33 Work Experience Placement/ International Award Community Service**

- This Policy on work experience relates to the placement of pupils on employers' premises in which the pupil carries out a particular task or duty, or range of tasks or duties, more or less as would an employee, but with the emphasis on the learning aspects of the experience. It also applies to students who may choose to complete community service with an external organisation.
- Students in Year 12 and Year 13 may undertake work experience as part of their sixth form studies. However, the work experience is optional. Students participating in the International Award may complete community service with an external organisation.
- The safety of pupils, whilst on work experience schemes or whilst on community service, is recognised as being of prime importance by the school.
- The Key Stage 5 Manager will oversee any students taking part in work experience schemes whilst the International Award Co-ordinator will oversee students participating in community service.. They will take reasonable steps to satisfy themselves that the placements the students arrange will be safe and that they are not exposed to significant risks to their health and safety.
- The host employer has a responsibility to ensure pupils are not exposed to significant risks to their health and safety.

#### **Key Actions**

- Consider health, safety and welfare standards of employers / host organisations (placement providers). Child safeguarding issues must also be considered.
- Brief pupils prior to placements starting on their own health and safety responsibilities - and those of the employer - while on placement.
- Issue each pupil with a copy of the booklet: 'Be Safe! An introductory guide to health and safety'.
- Monitor pupils' health, safety and welfare while on placement and provide 'pastoral' support.

#### **Induction**

- Pupils also need to be inducted by the employer on commencement. The induction should take place on the day the pupil first attends the work placement and before the pupil is placed in any actual work situation.

#### **Prohibited and Restricted Activities**

Work experience placements must not take place where the work concerned is subject to a statutory restriction based on a young person's age, or is restricted more generally for activities that are:

- beyond their physical or psychological capacity
- exposes them to substances chronically harmful to human health, e.g. toxic or carcinogenic substances
- exposes them to radiation
- involves a risk of accidents, which they are unlikely to recognise because of their lack of experience, training or attention to safety
- involves a risk to their health from extreme heat, noise or vibration.

## Preparation of and Support for Learners on Placements

The school will brief pupils on:

- realistic expectations for their placement
- supervision arrangements and health and safety responsibilities of pupils and employers
- safeguarding arrangements
- arrangements for 'pastoral' support during the placement
- arrangements for debriefing, assessment and recording.

Host employers should be asked to report immediately (to a previously agreed contact) full details of any accident involving a pupil.

- The school will provide each pupil with emergency contact details for a member of school staff who can be contacted should an incident occur or if significant concerns arise. This includes early mornings, evenings and weekends if a pupil is attending their placement at irregular hours.
- Emergency contact details must also be available and maintained in situations where a placement continues after the end of the school term into a holiday period.

## Safeguarding

There is no requirement to CRB/DBS check all staff of the host employer that may come into contact with a pupil on placement. Only a member of staff with day to day responsibility for the pupil or as part of their job description – this could be the manager, a supervisor or a mentoring employee – should be required to have a CRB/DBS check.

In the vast majority of placements – as the employer/employees involved will not have regular **unsupervised** access to young people at work – there is no need for CRB/DBS checks to take place. In the UK, around 550,000 work experience placements take place each year, and it is estimated that CRB/DBS checks take place for just one percent of these.

However, CRB/DBS checks must be **considered** in all the following cases:

- regular lone working with an employer over long periods (rule of thumb would suggest anything over half a day at a time)
- placements located in particularly isolated environments with 1:1 working
- placements involving a high degree of travelling on a 1:1 basis
- placements which include a residential element.

The fact that a particular placement falls into one of the above categories does not necessarily mean that a CRB/DBS check will be required. Such a decision will depend on an assessment of the overall potential risks posed to a young person and will take into account any systems in place to minimise these risks.

If any of the above three cases apply, additional safeguards should be put in place. These include:

- School staff or other partners who arrange, vet or monitor the work placements should have training in child protection
- Employers, supervisors or training providers hosting pupils should be asked to endorse a child protection policy or statement of principles
- School and local authority policies and procedures should define what actions need to be taken by whom and when if any child protection issues are raised, before, during or after the placement



- Pupils should also be given clear advice and a point of contact in the school in case of any problems.

## 8. RISK ASSESSMENT

### 8.1 Risk Assessment

**Risk Assessment** involves identifying the hazards present in the workplace or arising out of any work activity and evaluating the extent of the risks involved to employees and others, taking into account existing precautions and their effectiveness.

A **hazard** is something with a potential to cause harm and can include articles, substances, plant or machines, methods of work and the work environment.

**Risk** is the likelihood of harm from that hazard being realised. Risk increases with the number of people exposed to the hazard and also with the potential severity of the harm i.e. the resultant injury or ill health effect. If there are no hazards there are no risks.

The regulations require that risk assessments are '**suitable and sufficient**' in that they should identify all the significant hazards present within the business and its activities and that they should be proportionate to the risk. The assessment should cover all risks that are reasonably foreseeable.

The risk assessment must identify all those people who may be affected by the hazard, whether they are workers or others, such as members of the public.

We may be controlling risks in various ways, determining the effectiveness of those controls is part of the risk assessment process.

Health and safety law does not demand absolute safety when considering what safety controls are required but measures taken should go as far as is '**reasonably practicable**'; a balance between risk and costs, the greater the risk the greater the need to commit resources in terms of time and money to remove or control the risk.

The significant findings of our risk assessments should be brought to the attention of our employees.

### **Carrying out risk assessments**

Those who are involved in risk assessments should:

- be competent

- have knowledge and experience of working procedures in practice, potential dangers and strengths and weaknesses of existing precautions
- have knowledge and experience of how to solve problems identified by the assessment
- be in a position to give the commitment, co-operation and resources required to implement the assessment results

It is important that the person carrying out the risk assessment is competent. This means that the person must have the necessary skills and knowledge gained through experience and training and may have qualifications that enable them to make sound judgments.

## **The five stages of risk assessment**

### **STEP 1 - IDENTIFY THE HAZARDS**

Look for hazards by walking around the workplace. List the hazards that could reasonably be expected to cause harm. Ask for the opinion of employees as they may have noticed things that are not immediately obvious.

Examples of hazards include:

- cables trailing over floors
- fire
- chemicals
- work benches which are too high or too low
- electricity
- loads which have to be moved manually
- work equipment
- working environment e.g. ventilation, lighting, heating

### **STEP 2 - IDENTIFY WHO MAY BE HARMED AND HOW**

List groups of people and individuals who may be affected by the hazards e.g.:

- staff
- members of the public
- contractors on the premises

Pay particular attention to vulnerable persons, e.g. those with disabilities, visitors, female employees who are pregnant or who have recently returned to work after having a baby, inexperienced employees or young persons.

### **STEP 3 - EVALUATE AND CONTROL THE RISK**

Evaluate the risks arising from the hazards and decide whether existing precautions are adequate or if more should be done. When evaluating the extent of the risk, account should be taken of the chance of some harm occurring (likelihood), the likely severity of this, and the number of people who could be affected. The formula below is used on the risk forms within this policy manual.:

$$\text{Risk} = \text{Severity} \times \text{Likelihood}$$

Even after all precautions have been taken some risk may remain. Ensure the precautions in place meet standards set by legal requirements comply with a recognised standard, represent good practice and reduce the risk as far as is reasonably practicable.

Where additional controls or further action are necessary to reduce the risk, decide what more could reasonably be done by adopting the following principles:

- avoid the risk completely
- evaluate risks which cannot be avoided
- combat risks at source
- adapt work to the individual
- make use of technical progress
- replace the dangerous with not dangerous or less dangerous
- develop an overall prevention policy
- give priority to measures which protect the greatest number of people
- give appropriate instructions to employees

### **IMPLEMENTING AN ACTION PLAN**

Once the level of risk has been determined and the control measures needed to reduce or eliminate the risk established, an action plan should be drawn up with timescales for implementation of the control measures.

### **STEP 4 - RECORD YOUR FINDINGS**

The significant findings of the assessment must be recorded since these provide evidence that something has been done. Keep any written assessments for future reference and ensure that employees are informed of the findings and control measures, either existing or additional, that have to be observed and used. In some circumstances the findings of the risk assessment should also be given to others who could be affected, for example agency workers, contractors etc.

## Hazards and example controls

Hazard	Example control measures
General maintenance	Either down out of normal school hours, or area isolated from students, staff and visitors. Heads of school must be consulted.
Manual handling	Mechanical aids, hoists, getting assistance, breaking loads into smaller units, training
Hazardous substances	Substitution for less hazardous alternatives, extract ventilation, personal protective equipment, training
Work equipment (machinery, tools, etc.)	Guarding, demarcation of danger zones, restricted operation and use planned preventative maintenance, training
Ladders	Avoid working at height. correct type of ladder/stepladders, maintained, training
Electricity	Insulated tools, residual circuit breakers, fuses, earthing, inspection and testing of systems and appliances
Stairs, etc	Good lighting, handrails, non-slip surfaces, slightly raised/highlighted front edges
Fire	Detection/warning systems, fire drills, extinguishers, signs, suitable storage facilities for substances and goods, fire retardant furniture and fittings
Noise	Reduction at source, isolation, ear protection, demarcation of danger zones
Stress	Reduce/increase workload, more control over work, work suitable for the individual, avoidance of monotonous repetitive work
Work environment	Good lighting, ventilation, redesign layout of area, heaters/coolers

### STEP 5 - MONITOR AND REVIEW THE ASSESSMENT

It is important that the control measures are monitored and that records are kept. A regular review of the assessments should be made to take into account any changes to the methods or systems of work. You should also review the assessment following an accident, where there has been a significant change to the work, if new information comes to light, or if there is any other reason to believe that it may no longer be valid. Following the review, additional control measures should be implemented if required. Even if there are no significant changes since the original risk assessment, it should be regularly reviewed to confirm that it is still relevant and valid.

- Refer to the Risk Assessment Form

## **8.2 Fire Risk Assessment**

A fire risk assessment is an organised and methodical look at the premises, the activities carried on there and the likelihood that a fire could start and cause harm to those in and around the premises.

The aims of the fire risk assessment are:

- to identify the fire hazards
- to reduce the risk of those hazards causing harm to as low as is reasonably practicable
- to decide what the physical fire precautions and management arrangements are, in order to ensure the safety of people in our premises if a fire does start

The significant findings of the fire risk assessment, the actions to be taken as a result of the assessment and details of anyone especially at risk must be recorded.

- It is important that the fire risk assessment is carried out in a practical and systematic way and that enough time is allocated to do a proper job. It must take the whole premises into account, including outdoor locations and any rooms and areas that are rarely used. In larger premises you may find it helpful to divide them into rooms or a series of assessment areas using natural boundaries, e.g. process areas, offices, stores, as well as corridors, stairways and external routes.
- Risk assessments must take account of other users of the buildings, such as the weekend school and co-operation and communication of hazard and risk must be shared between users to ensure a coordinated response is prepared and implemented.
- One or competent persons must be appointed to carry out any of the preventive and protective measures needed to comply with the legislation. This person could be the employer, or an appropriately trained employee or, where appropriate, a third party.
- Our fire risk assessment should demonstrate that, as far as is reasonable, we have considered the needs of all relevant persons, including disabled people. T

### **Six Steps to Fire Risk Assessment**

- 1. Identify the hazards**
  - Sources of ignition
  - Sources of fuel
  - Sources of oxygen
- 2. Identify people at risk**
  - Employees
  - Students
  - People in and around the premises
  - Vulnerable people - Eg. Disabled individuals
- 3. Evaluate, remove, reduce and protect from risk**
  - Evaluate the risk of fire happening
  - Evaluate the risk to people of fire
  - Remove or reduce the fire hazards
  - Remove or reduce the risks to people

**4. Consider**

- Detection and warning
- Firefighting
- Escape routes and travel distances
- Lighting
- Signs and notices
- Maintenance

**5. Record, plan, instruct and train**

- Record the significant findings and the action taken
- Prepare an emergency plan
- Inform and instruct appropriate people, communicate and coordinate with other organisations
- Provide training

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**6. Review**

- Keep assessment under review
- Revise where necessary

**Refer:**

- Fire Risk Assessment Form

## 9. MONITORING OF HEALTH AND SAFETY

Measurement is essential to maintain and improve our health and safety performance to identify how effectively we are controlling risks and how well we are developing a positive health and safety culture.

There are two types of performance monitoring, active and reactive.

### **Active monitoring**

Monitoring is a line manager's responsibility and in this section there are monitoring checklists for each of the key management positions to be used to determine achievement against relevant health and safety standards. In completing the checklist managers are providing evidence that they have carried out monitoring within their areas of responsibility and they are reinforcing their commitment to health and safety objectives in general and helping to develop a health and safety culture.

This approach to proactive monitoring gives the school feedback on its performance before an accident, incident or case of ill health.

Managers and supervisors with defined health and safety responsibilities must monitor in detail the areas for which they have day to day control. Much of this checking will be informal and not recorded. Formalised, structured checks are also essential to ensure all areas are covered and to demonstrate compliance to senior managers who must in turn seek assurance that first line monitoring is taking place.

Employees who take a proactive interest or represent groups for health and safety can also be involved with monitoring and may take the format of a health and safety tour or if more formally via a devised checklist.

### **Refer:**

- [Health and Safety Inspection Form](#)

### **Reactive monitoring**

Reactive monitoring of events including accidents, incidents, cases of ill health or property damage provide an opportunity to check performance and learn from mistakes and improve control measures.

Trends and common features arising from accident and incident investigation can identify jobs or activities where future health and safety initiatives would be most beneficial. Investigations may also provide valuable information in the event of legal action or an employee claim.

## **9.1 Board of Directors**

**To be completed: Annually**

**Date:**

<b>Subject</b>	<b>Yes</b>	<b>No</b>	<b>Comment</b>
<b>Health and Safety Management</b>			
Has a report on the last 12 months health and safety performance been prepared?			
Has a health and safety plan for the next twelve months been prepared?			
Are there enough resources to implement the health and safety plan?			
Are we on target with our action plan?			
<b>Health and Safety Performance</b>			
How many accidents / incidents have there been in the last twelve months?			
How many serious health and safety incidents have there been in the last twelve months?			
Have any outside agencies been involved?			
Where any serious accident / incident has occurred have policies and procedures been updated to prevent a recurrence?			



## 9.2 Principal

To be completed: **Annually**

Date:

Subject	Yes	No	Comment
<b>Health and Safety Management</b>			
Has a report on the last 12 months health and safety performance been prepared?			
Has a Health and Safety Plan for the next 12 months been prepared?			
Are there adequate resources to implement the Health and Safety Plan?			
Are we on target with our Action Plan?			
Has the Health and Safety Policy been reviewed in the last 12 months?			
Are any new Policies and Procedures required?			
Are arrangements in place to ensure health and safety training is provided throughout the school?			
Is the health and safety training plan up to date?			
Has the Health and Safety Committee met at agreed intervals over the last 12 months?			
Are there any outstanding actions from the H&S Committee meetings?			
Have Heads of Departments completed their monitoring checks?			
Have risk assessments across all areas been reviewed within the last 12 months?			
<b>Health and Safety Performance</b>			
How many accidents/incidents have occurred across the school within the last 12 months?			
Does the accident/incident data indicate areas of concern or in need of greater focus?			

## 9.3 School Services Manager - Year 1

To be completed: **Biannually**

Date:

Subject	Yes	No	Comment
<b>Health and Safety Management</b>			
Is the Health and Safety Policy current and up to date?			
Does the management structure within the Policy reflect the current organisation?			
Are arrangements in place to ensure health and safety training is provided throughout the school?			
Is health and safety training up to date?			
Is all health and safety training being recorded?			
Is there a Health and Safety Plan in place?			
Are there any overdue actions from the Health and Safety Plan?			
Are delegated persons completing their Health and Safety Monitoring activities at the agreed timescales?			
<b>Health and Safety Performance</b>			
Have annual accident /incident statistics been compiled? Is the trend positive or negative?			
Do the accident/incident statistics indicate where future health and safety initiatives should be directed?			
Are all accident investigations complete?			
Are any outstanding actions required following accident investigations to prevent a recurrence?			
<b>Communication and Consultation</b>			
Has health and safety been discussed at meetings at least twice within the last 12 months?			
Are H&S Committee Meeting minutes circulated?			
Are there any outstanding actions?			

<b>Risk assessments</b>			
Are risk assessments completed across all departments, where necessary?			
Are risk assessments brought to the attention of the relevant staff?			

<b>Contractors and Maintenance</b>			
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Are procedures in place to check the health and safety credentials of all contractors and to ensure they have adequate insurance?			
Are internal health and safety checks completed of the work carried out by contractors?			

<b>Fire and Emergencies (Fire, Gas, Water, Catastrophe)</b>			
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Are emergency plans in place?			
Have all staff been made aware of the emergency plans?			
Have emergency drills been practised to test their effectiveness?			

<b>Accident / First Aid</b>			
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Is there adequate first aid provision throughout all areas?			
Are the arrangements for recording accidents and incidents capturing all the necessary information?			
Are arrangements in place for ensuring that all RIDDOR events are notified to the HSE?			
Is the accident/incident investigation procedure effective in improving standards of safety?			

<b>Fire</b>			
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Has the fire risk assessment been reviewed within the last 12 months?			
Have all the actions from the fire risk assessment been completed?			
Has the fire alarm and emergency lighting system been serviced in the last 12 months?			
Has the sprinkler system been serviced in the last 12 months (where appropriate)?			
Are all fire checks being completed and recorded?			

<b>Electricity</b>			
Is the fixed electrical testing up to date for each site?			
Is the portable appliance testing schedule being maintained?			
Are all electrical test records kept up to date?			
<b>Gas Safety</b>			
Are gas appliances inspected and tested at prescribed intervals?			

## 9.4 School Services Manager - Year 2

**To be completed: Bi-Annually**

**Date:**

Subject	Yes	No	Comment
<b>Health and Safety Management</b>			
Is the Health and Safety Policy statement displayed?			
Is the Employers Liability insurance certificate displayed?			
<b>Risk Assessments</b>			
Are all risk assessments up to date and outstanding control measures listed in an Action Plan?			
Are there any outstanding control measures from previous risk assessments?			
Have risk assessments been brought to the attention of the relevant staff?			
<b>Training</b>			
Have the Health and Safety training needs across the site team been determined, are they up to date?			
Are training needs being met?			
Are training records up to date?			
Is all induction training up to date?			
<b>Fire</b>			
Has the fire risk assessment been reviewed within the last 12 months?			
Have all the actions from the fire risk assessment been completed?			
Has the fire alarm and emergency lighting system been serviced in the last 12 months?			
Has the sprinkler system been serviced in the last 12 months?			
Is the fire alarm tested for audibility on a weekly basis? Are records up to date?			
Is the emergency lighting checked monthly and records kept?			
Has a fire drill been completed each school term?			
Have fire doors been checked to ensure they open fully and close on to the rebate?			

Are the visitor/contractor log books at reception being completed correctly?			
Is the fire logbook up to date?			
<b>Accident and First Aid</b>			
Is there an adequate number of First Aiders and are notices clearly displayed with their names?			
Are the first aid boxes fully stocked?			
Is the Accident Book/Forms available for use and are details entered correctly?			
Have all relevant accidents been investigated and completed statements filed for safe keeping?			
<b>Display Screen Equipment (DSE)</b>			
Have workstation assessments been completed and recorded for all 'users' of DSE?			
Has instruction in the use of DSE been given to all 'users'?			
<b>Hazardous Substances</b>			
Are risk assessments available on the use of all hazardous substances?			
Are hazard data sheets readily available?			
Have staff received COSHH training?			
Are hazardous chemicals stored securely?			
<b>Lifts/Hoists</b>			
Are all lift maintenance contracts in place?			n/a at present
Are all lifts examined in line with the legal requirement under LOLER?			n/a at present
Are all servicing and lift examination reports kept readily available for examination?			n/a at present
<b>Roof Areas</b>			
Are roof access doors kept locked and keys retained under the control of a responsible person?			

Is lighting adequate including provision of emergency lighting where the roof has to be accessed in emergencies outside daylight hours?			
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Is roof edge protection adequate to prevent falls?			
Are fragile areas e.g. roof lights, protected?			
Are surfaces free from debris, algae and in good condition?			
<b>Plant Rooms</b>			
Are plant rooms kept locked and keys retained under the control of a responsible person?			
Is lighting adequate including provision of emergency lighting where plant room has to be accessed in emergencies?			
Are plant rooms clean, tidy and not used as storage areas?			
Are main isolation switches clearly labelled?			
Are all moving parts of plant and equipment guarded to prevent any person entering the plant room from coming into contact with them?			
Are protrusions, pipework, ducting, low ceiling heights, etc that may cause tripping hazards or head bumps highlighted and padded?			
<b>Equipment</b>			
Are all items of furniture in a safe condition?			
Is all the Site Team (Caretakers) equipment serviced as required? Are service records up to date?			
Is all equipment maintained in a safe condition?			
Are window restrictors fitted above ground level checked at least termly?			
<b>Noise</b>			
Are systems in place to prevent staff being exposed to excessive noise?			
Have staff received training on the control measures for reducing noise to an acceptable level?			
Are noise levels monitored to ensure noise reduction methods are working?			
Do all personnel wear ear defenders in hearing protection zones?			

<b>Work at Height</b>			
Has a specific risk assessment been performed on all tasks involving work at height?			
Following the assessment, are appropriate control measures being implemented?			

Are assessments regularly reviewed?			
Are assessments reviewed following an accident/incident or whenever the nature of the work changes?			
Are all persons involved with work at height suitably trained?			
Is the work at height supervised?			
Are all ladders/stepladders suitable?			
Are all ladders/stepladders included on an inventory and checked periodically?			
Are ladders/stepladders kept secure to prevent unauthorised use?			

<b>Construction Projects</b>			
Is the competence of contractors being checked prior to commencing work?			
Are principal contractors and designers appointed and provided with pre construction information?			
Are welfare arrangements made for all projects?			
Is a copy of the health and safety file retained for each project?			

<b>Asbestos</b>			
Is the asbesto survey up to date?			
Are sites of asbestos regularly checked and recorded?			
Are contractors made aware of sites of asbestos prior to starting work?			
Is all asbestos awareness training up to date?			

<b>Legionella bacteria</b>			
Are water temperatures monitored and records kept up to date?			
Are all shower heads descaled termly?			



Are water systems flushed through after holiday periods?			
Are hot water temperatures controlled? (max 43 deg °C in areas where vulnerable pupils may come into contact)			
<b>Gas Cylinders</b>			
Are there proper storage areas for flammable liquids and gases - Eg. liquified butane gas?			
Are areas where cylinders are used and stored suitably signed to indicate their presence?			
<b>Vehicles including Minibuses</b>			
Are all servicing and MOT records up to date?			
Have driver licenses been checked within the last 12 months?			
Are daily vehicle checks being completed?			
<b>Playground and Gymnasium Equipment</b>			
Is the playground and the gymnasium equipment being inspected at least annually by a competent person and records kept?			
Are weekly checks completed of all playground equipment?			

## 9.5 Heads of Departments

To be completed: **Annually**

Date:

<b>Subject</b>	<b>Yes</b>	<b>No</b>	<b>Comment</b>
<b>Health and Safety Management</b>			
Are all policies and procedures being adhered to?			
<b>Risk Assessments</b>			
Have risk assessments been completed for all equipment and activities likely to result in injury?			
Are risk assessment actions implemented?			
Have all risk assessments been reviewed with the last 12 months?			
Have all staff signed off the risk assessments?			
<b>Training</b>			
Have all staff received induction training?			
Have all staff received relevant health and safety training?			
<b>Classroom safety</b>			
Are all fixtures and fittings in a good state of repair?			
Are floors and traffic routes kept free of tripping and slipping hazards?			
Is flooring in good condition?			
Are there any changes in floor level or type of flooring that need to be highlighted?			
Are gangways between desks kept clear? Is there adequate space for pupils and teachers?			
Are trailing electrical leads/cables prevented wherever possible?			
Is lighting bright enough to allow safe access and exit?			
Are procedures in place to deal with spillages, e.g. water, chemicals, blood from cuts?			

Is there safe means of access to high areas such as an 'elephant-foot', step stool or stepladder?			
Are permanent fixtures in good condition and securely fastened, e.g. cupboards, display boards, shelving?			
Is furniture in good repair and suitable for the size of the user, whether adult or child?			

<b>Storage Areas</b>	<b>Yes</b>	<b>No</b>	<b>Comment</b>
Are storage areas kept tidy and floors free from obstruction?			
Are all stored items easily retrievable?			
Is all shelving/racking secured to prevent toppling?			
Is care taken not to overload shelving and racking?			
Is the storage of items on top of cabinets prohibited?			
Are goods and items stacked neatly?			
Are all stacks kept within a reasonable height to prevent them from becoming unstable?			
Is there a safe means of access to high areas?			
<b>Gas Safety</b>			
Are the gas supply isolators readily identifiable and accessible?			
Is a copy of the emergency procedure displayed at or near the gas cylinders?			
Are gas appliances inspected and tested at prescribed intervals?			
<b>Electricity</b>			
Have all portable electrical appliances been checked within the last 12 months?			
Are all visible items of the fixed installation e.g. sockets, switches etc. free from any obvious signs of damage? Are all visible items of the fixed installation free from any obvious signs of tampering?			
Are all sockets free from any obvious signs of overloading?			
Do all portable electrical appliances appear to be free from any obvious signs of damage?			

<b>Manual Handling</b>			
Are steps taken to minimise the risk of injury from manual handling?			
Are manual handling assessments completed?			
Are manual handling aids/trolleys provided wherever possible?			
<b>Equipment</b>			
Is all equipment properly guarded?			
Are daily pre start safety checks completed and recorded?			
Can all items of equipment be isolated to allow safe maintenance?			
Are maintenance records kept?			
<b>Hazardous Substances</b>			
Are risk assessments available on the use of all hazardous substances?			
Do staff who use hazardous substances know where to find the information on them?			
Are all substances properly and securely stored?			
Are all substances in their original, properly labelled containers?			
<b>Personal Protective Equipment and Clothing</b>			
Are all items of personal protective equipment required available and used?			
Are adequate numbers of goggles / eye protection provided?			
Are the goggles / safety glasses checked termly?			
Are suitable aprons / labcoats provided?			
Are aprons / labcoats regularly laundered?			



## 9.6 Catering Manager

To be completed: **Annually**

Date:

Subject	Yes	No	Comment
<b>Risk Assessment/Safe Working</b>			
Have all kitchen risk assessments been reviewed within the last 12 months?			
Have the risk assessments been brought to the attention of the relevant staff?			
Have safe systems of work been prepared for high risk activities?			
Is the spillage procedure up to date?			
<b>Communication and Consultation</b>			
Are the minutes of the Health and Safety Committee available to all kitchen employees?			
<b>Training</b>			
Have all staff received induction training?			
Have staff received training in the following?			
· Fire			
· Manual training			
· First aid			
· Accident procedures			
· Equipment			
· Safe work procedures			
· Food hygiene			
<b>Fire</b>			
Are all emergency exits clearly marked?			
Are all fire exit doors fully operational?			

Are the locations of all fire extinguishers clearly visible?			
Are all escape routes and exits free from obstruction and marked?			

<b>General kitchen safety</b>	<b>Yes</b>	<b>No</b>	<b>Comment</b>
Is all kitchen equipment serviced and records kept?			
Is the kitchen equipment in a good state of repair?			
Are floors and traffic routes kept free of tripping and slipping hazards?			
Is there enough space to allow people to work and move about safely?			
Are there an adequate number of oven gloves provided?			
Are knives stored safely?			
Are appropriate guards fitted to equipment, are all the guards working?			
<b>Personal Protective Equipment</b>			
Has adequate and suitable items of personal protective equipment (PPE) been issued, e.g. oven gloves, aprons, gloves, and are they maintained in a hygienic condition?			
<b>Accident and First Aid</b>			
Is the first aid box in the kitchen fully stocked? Are adequate supplies of blue plasters kept available?			
<b>Gas Safety</b>			
Are the gas supply isolators readily identifiable and accessible?			
<b>Electricity</b>			
Are all electrical test records kept up to date?			
Are all visible items of the fixed installation e.g. sockets, switches etc. free from any obvious signs of damage? Are all visible items of the fixed installation free from any obvious signs of tampering?			
Are all sockets free from any obvious signs of overloading?			
<b>Manual Handling</b>			

Are steps taken to minimise the risk of injury from manual handling?			
Are manual handling assessments completed?			
Are manual handling aids provided wherever possible?			
<b>External Areas</b>			
Are paths kept clean and free from slipping hazards?			
Are there any areas in need of repair?			
Is the lighting adequate?			
<b>Storage Areas</b>			
Are storage areas kept tidy and floors free from obstruction?			
Are all stored items easily retrievable?			
Is all shelving/racking secured to prevent toppling?			
Is care taken not to overload shelving and racking?			
Is there a safe means of access to high areas?			
<b>Hazardous Substances</b>			
Are risk assessments available on the use of all hazardous substances?			
Do staff who use hazardous substances know where to find information on them?			
Are all substances properly and securely stored?			
Are all substances in their original, properly labelled containers?			
Are all items of personal protective equipment required available and used?			
<b>Ladders and Stepladder</b>			
Are all stepladders in good condition?			
Are stepladders secured against unauthorised use?			
Has instruction been provided in the correct use of ladders and stepladders?			
<b>Food Safety</b>			



Is the food safety management system up to date?			
Are food safety checks being completed and records kept?			

### **9.7 Cleaning Supervisor**

**To be completed: Annually**

**Date:**

<b>Subject</b>	<b>Yes</b>	<b>No</b>	<b>Comment</b>
<b>Classroom safety</b>			
Are fixtures and fittings in a good state of repair?			
Are floors and traffic routes kept free of tripping and slipping hazards?			
Are gangways between desks kept clear? Is there adequate space for pupils and teachers?			
Are permanent fixtures in good condition and securely fastened, e.g. cupboards, display boards, shelving?			
Are there any changes in floor level or type of flooring that need to be highlighted?			
Is furniture in good repair and suitable for the size of the user, whether adult or child?			
Is lighting bright enough to allow safe access and exit?			
Is the flooring in a good condition?			
Is there safe means of access to high areas such as an 'elephant-foot', step stool or stepladder?			
Where window restrictors are fitted to upper-floor windows, are they in good working order?			
Are procedures in place to deal with spillages, e.g. water, chemicals, blood from cuts?			
Are trailing electrical leads/cables prevented wherever possible?			
<b>Electricity</b>			
Are all sockets free from any obvious signs of overloading?			

Are all visible items of the fixed installation e.g. sockets, switches etc. free from any obvious signs of damage? Are all visible items of the fixed installation free from any obvious signs of tampering?			
Do all portable electrical appliances appear to be free from any obvious signs of damage?			
Have all portable electrical appliances been checked within the last 12 months?			
<b>Equipment</b>			
Are daily pre-start safety checks completed and recorded?			

Are maintenance records kept?			
Can all items of equipment be isolated to allow safe maintenance?			
Is all equipment properly guarded?			
Is all equipment subject to periodic maintenance?			
<b>Hazardous Substances</b>			
Are all items of personal protective equipment required available and used?			
Are all substances in their original, properly labelled containers?			
Are all substances properly and securely stored?			
Are risk assessments available on the use of all hazardous substances?			
Do staff who use hazardous substances know where to find information on them?			
<b>Health and Safety Management</b>			
Are all Policies and Procedures being adhered to?			
<b>Manual Handling</b>			
Are manual handling aids/trolleys provided wherever possible?			
Are manual handling assessments completed?			
Are steps taken to minimise the risk of injury from manual handling?			

Have staff received suitable training for manual handling?			
<b>Personal Protective Equipment and Clothing</b>			
Are all items of personal protective equipment required available and used?			
Are adequate numbers of goggles/safety glasses provided?			
Are aprons regularly laundered?			
Are suitable aprons provided?			
Are the goggles/safety glasses checked termly?			
<b>Risk assessments</b>			
Have risk assessments been completed for all equipment and activities likely to result in injury?			
Are risk assessment actions implemented?			
Have all risk assessments been reviewed within the last 12 months?			
Have all staff signed off the risk assessments?			
<b>Storage Areas</b>			
Are all stacks kept within a reasonable height to prevent them from being unstable?			
Are all stored items easily retrievable?			
Are goods and items stacked neatly?			
Are storage areas kept tidy and floors free from obstruction?			
Is all shelving racking secured to prevent toppling?			
Is care taken to not overload shelving and racking?			
Is the storage of items on top of cabinets prohibited?			
Is there a safe means of access to high areas?			
<b>Training</b>			
Have all staff received induction training?			
Have all staff received relevant health and safety training?			

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