



**Part 3: School specific arrangements**  
**HEALTH AND SAFETY HANDBOOK**  
(To be read with Castlefields Primary School  
Health and Safety Policy)



**A HEALTH AND SAFETY GUIDE**  
**FOR CASTLEFIELDS PRIMARY SCHOOL**

**Spring Term 2022**

## Introduction

This Health and Safety booklet is designed to complement the Health and Safety Policy document and any training that you receive during your employment and to provide you with a basic general awareness of common health and safety issues which may exist within school.

Please read this booklet carefully. If you have any questions, or do not understand anything, please ask your line manager or the school's H&S Coordinator for more information.

This booklet summarises key information regarding each topic and the HSE website [www.hse.gov.uk](http://www.hse.gov.uk) also contains much useful information.

Should you feel that on having read this booklet and the relevant sections on H&S that you require any additional specific health and training for your role, please discuss this with your line manager.

**REMEMBER** – Health and Safety is *everybody's* responsibility. Ensure that you act in a safe manner at all times.

Should you notice anything that you believe is unsafe or see anyone acting in an unsafe manner, if possible, take appropriate action to make the situation safer. If it is not possible for you to take action, please report the matter immediately to your line manager or the school's H&S Coordinator.

## Health and Safety Training

The provision of training is part of many health and safety regulations. It is essential that you attend any training that is arranged for you, and follow any instructions or guidance given to you as part of that training.

During your induction you may have received basic health and safety training which included fire safety awareness, safe moving and handling awareness, safe use of steps and step-ladders, first aid and accident procedures, and the safe use of equipment that you use for your job. Some of this training will need to be refreshed on a regular basis, e.g. fire safety. You may also need additional job specific health and safety training for your role. This may have been identified during induction, or will be identified at some future date, e.g. first aid training or minibus driving courses.

If you attend training, it is important that a record is kept – please provide the Headteacher with a copy and keep all certificates and records of attendance from courses.

It is also important that you discuss your H&S training requirements with your line manager in order that any new training needs can be identified and refresher courses can be arranged when required.



**Names, positions and duties of persons responsible for controlling each of the following:**

**Health Safety and Welfare Advice and Training**

Head Teacher                                Rebecca Lee

Facilities/Premises Manager    Karen Cook

**Fire Control / Emergency Evacuation**

Head Teacher                                Rebecca lee

Facilities/Premises Manager    Karen Cook

**Reporting and Recording of Accidents etc**

Accident Books (CPOMS) can be accessed in the Reception Office.

**Health and Safety (First Aid) Regulations 1981**

Certificated First Aiders are as follows. Details of qualifications are held by the School Administrator Louise Belcher

- Emlyn Archer
- Louise Belcher
- Jacqui Black
- Debbie Corfield
- Edwina D'Arcy
- Hannah Fairclough
- Debbie Haworth
- Rebecca Lee
- Nicole Liddle
- Claire Mackey
- Chris Marsh
- Karen Moreton
- Frankie Nicolls
- Jo Preece
- Tamlyn Sandy
- Anna Sherry
- Lauren Shingler
- Amanda Smith
- Ian Smith
- Jayne Tew
- Sandra Ward
- Susan Cheshire
- Majo Hortas

## **Location of First Aid Boxes**

- Staff room by Reception
- Grab bags located in KS1 & KS2 kitchen areas

## **Field Trips, Expeditions and Visits**

Co-ordinator: Richard Nelson / Emlyn Archer

## **Portable Electrical Testing**

Co-ordinator for arrangements: Karen Cook

## **Control of Substances Hazardous to Health**

Head Teacher	Rebecca Lee
Facilities/Premises Manager	Karen Cook

## **Risk Assessment**

Head Teacher	Rebecca Lee
Other Responsible Person	Emlyn Archer
Director of Finance and Business	Karen Cook

## **Safety Audit**

Overall safety audit completed by Head Teacher, Director of Finance and Business and Site Manager.

## **Equipment Safety**

Equipment Safety Co-ordinator (Whole School): Site Manager

## **Further Details Regarding Portable Mains Electrical Equipment**

All portable equipment is tested annually and all staff must be aware of their responsibilities under the Health and Safety Act.

- A "tested" label is affixed to each item of equipment and bears an expiry date after which the equipment must not be used.
- The use of any equipment which does not have a current tested label is forbidden. This applies to privately owned, borrowed or hired equipment used on Shropshire Council premises or on Shropshire Council work.

- New equipment must be registered and a registration label affixed. The equipment may then be used until the next testing date.
- Anyone using portable electrical equipment must, before use, carry out a visual inspection to ensure that there is no outward sign of mechanical damage to the equipment cable or plug.
- Any equipment found by a user to be faulty must be immediately withdrawn from service and returned to the responsible officer who will remove the "tested" label and affix a "defective" label. After repair the item cannot be used until a new test is carried out.
- The use of privately owned equipment whilst on Shropshire Council premises is expressly forbidden until it has been tested.
- Designated members of staff are trained and certificated to test electrical equipment. Testing will take place within September each year.

#### **Staff and personnel**

- All employees of the school are expected to wear identification – photographic identification is provided by the school. The school operates a signing in and signing out system for visitors and uses "lesson monitor" to check on pupil attendance in lessons.
- Visitors to the school who are not "badged" will be challenged by staff when they are seen.

#### **Buildings and site**

- The access to the school site is controlled by locked gates and signage is in place to remind the public that the site is private.

#### **School property**

- All school property is recorded and logged. Electronic equipment is security marked and the school uses "smart-water" and has signs displaying this around the site.
- Staff are reminded of the need to keep all laptops safe and to follow basic classroom security procedures such as shutting windows and closing blinds at the end of the day.

#### **Access in holiday time**

- All staff and visitors to the school in holidays are expected to sign in/out and keep caretaking staff aware of their presence.

## Fire Safety & Emergency Evacuation

Fire can cause loss of life and significant damage to property.

It can have a devastating effect on school life including the loss of coursework, the loss of buildings and the loss of school records.

For a fire to start, three main components are needed. These are Oxygen, fuel and source of ignition.



Examples of sources of ignition and some types of fuel which can be found in schools are:-

### Fuel

Paper  
Art work  
Flammable chemicals (Science)  
Flammable paints and solvents  
Textiles (curtains, drama costumes)

### Ignition Sources

Electric Sparks  
Heat from hot equipment  
Naked Flames

To prevent fires from starting, either the fuel or the source of ignition needs to be removed. For example, ensure that combustible items are never placed in close proximity to hot surfaces and check electrical equipment each time you use it for any faults that could cause sparks, e.g. damaged cables and cracked plugs.

### Evacuation Procedures

As part of your induction, you should have been trained in the evacuation procedure for the school.

If you have not received this training, please refer to your H&S Coordinator immediately. Ensure that you are aware of what the fire alarm sounds like and what to do when the fire alarm sounds, particularly if you are responsible for pupil safety.

Fire signage is located throughout the school and is provided to assist you in exiting the building safely in the event of an emergency. Please make yourself aware of all the emergency exit routes and final exits from your classroom and the location of your assembly points.

**You will notice fire extinguishers located throughout the school buildings. Fire extinguishers should only be used in the event of an emergency where the fire is small, and only by people who have been trained in their use and who consider it safe to do so.**

**YOU MUST TREAT ALL INSTANCES OF THE FIRE ALARM ACTIVATING AS IF IT WERE A REAL FIRE.**



**On hearing the fire alarm:**

- **Leave the building quickly and calmly by the nearest available escape route, wherever possible assisting in evacuating pupils and visitors as you go.**
- **Switch off equipment and close windows, if it is safe to do so as you leave.**
- **Close doors behind you if you are the last person leaving the room.**
- **Walk calmly and without hesitation to your nearest fire exit.**
- **Assemble at the identified assembly point and wait for further instruction.**
- **DO NOT run or panic.**
- **DO NOT stop to collect any personal belongings.**
- **DO NOT re-enter the building until you have been told that it is safe to do so.**

**Any person finding an undetected fire shall:**

- **Immediately raise the alarm by breaking the nearest emergency break glass point. Verbally raise the alarm if the alarm does not immediately activate.**
- **Evacuate the building**
- **As soon as possible (after evacuating the building) report the location of the fire to the person in charge.**

**DO NOT ATTEMPT TO FIGHT ANY FIRE IF YOU HAVE NOT BEEN TRAINED TO DO SO.**



## FIRE ALARM PROCEDURES

### Should you discover a fire:

- If the fire has not been detected by heat or smoke detectors, start the alarm using the nearest call point or by telling the Offices.
- Evacuation of the building takes priority over any attempt to tackle the fire using extinguishers etc.

### When you hear the fire alarm:

- All pupils and staff should evacuate the buildings in an orderly and prompt fashion.
- All pupils and staff should move to the Assembly Point. This is the Main Playground Area.

### In lesson times, the member of staff should:

- Tell students to leave bags, coats and materials behind. *Our priority is the safe and prompt evacuation of the students.*
- Ensure that all doors and windows are closed on the way out.
- Check that no students remain inside i.e. be the last person to leave.
- Supervise his / her students out of the classroom to the Assembly Point.
- Ensure that all doors are closed in corridors on the way out; these should *never* be wedged open.
- Staff should check the area is evacuated.

### At the Assembly Point:

- Staff will report to the Headteacher.

### Staff should:

- Ensure that students line up in their teaching groups in an orderly manner.
- Check that no student is missing (complete a head count).
- Report any missing students to the Head teacher on the site you are on.

### Out of lesson times, i.e. breaks and lunchtime:

- All staff and students should evacuate the building promptly to the Assembly Point.
- Staff should 'sweep the building' to check evacuation is complete.
- Staff should close windows and doors as they leave.
- Staff should ensure that outside exits are closed and remain clear.
- Office staff should check any visitors are safely evacuated.
- At the Assembly Point, the staff can supervise the orderly groupings of students (into their year groups).

**OUR PRIORITY IS THE SPEEDY, SAFE EVACUATION OF ALL STUDENTS AND VISITORS**

Only when the check of numbers is complete, the buildings are secure and permission is given, should students be escorted back inside the school buildings. All alarms must be treated as genuine until you are informed otherwise by a member of the Senior Leadership Group.

## **Risk Assessments & Baseline Risk Register**

Risk assessments are important methods of protecting everyone in the school – pupils, staff, contractors and visitors. They are also a legal requirement under the Management of Health and Safety at Work Regulations 1999.

Risk assessments enable us to consider the hazards which we may encounter in the school environment or during our activities, and to assess the risks so that we are able to determine whether the control measures we already have in place are adequate, or if any additional measures are required.

Risk assessment is a simple process we undertake every day, e.g. when we cross a road. The main hazard when we cross the road is being hit by a car. The risk of this occurring will depend on:-

- Type of road (residential cul-de-sac – main road)
- Amount of traffic (occasional car – stream of vehicles)
- Speed of traffic (20mph – 70mph)
- The time of day (quiet Sunday afternoon – rush hour)
- Where we cross (underpass – blind bend)
- Our ability to judge traffic actions and speed (this will depend on our age and experience)

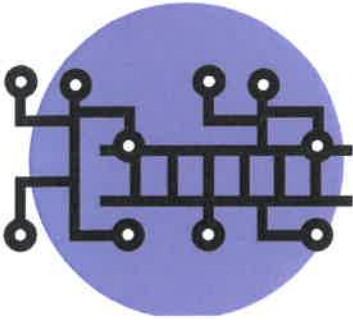
Whether we cross immediately, wait for a safe gap in the traffic, or move to a safer place to cross, will depend on the outcome of our risk assessment. A 'Safe system of work' is the green cross code.

These are 5 simple steps to use when carrying out a risk assessment:-

- Step 1 - Identify the hazards
- Step 2 - Decide who might be harmed and how
- Step 3 - Evaluate the risks and decide on precautions
- Step 4 - Record your findings and implement them
- Step 5 - Review your assessment and update if necessary

For further information refer to [www.hse.gov.uk](http://www.hse.gov.uk) or [www.shropshirelg.net](http://www.shropshirelg.net)

## What is a Hazard?



A hazard is anything with the potential to cause harm. Harm includes “ill health”, “injury” or “damage to property”.



Examples of hazards which can be found in schools are:-

- Fire (burns, death)
- Objects left on floor (trips and falls)
- Heavy objects (injuries as a result of manual handling)

What is Risk?

Risk is the likelihood that harm will occur and the severity of the consequences.

Factors that affect the level of risk include:-

- Who will be exposed to the hazard and for how long
- The age of the individuals at risk
- The individuals understanding/perception of the hazard
- The individuals level of training and experience
- What control measures are already in place

What are Control Measures?

Control measures might include:-

- Guards and interlocks on machinery
- Safe systems of work
- Visual checks on equipment before use
- Maintenance checks and servicing and statutory inspections
- Safety equipment, e.g. fire extinguishers
- Training received by those at risk
- Personal protective equipment
- Notes of guidance
- Safety signage

## What are Safe Systems of Work?

'Safe systems of work' are documented procedures, working methods or instructions that detail how a particular task should be carried out. There will be many 'safe systems of work' within the school e.g. lesson plans, laboratory and workshop safety rules, departmental codes of practice.

## Hierarchy of Controls

When controlling the hazard the following hierarchy of controls should be followed:-

1. Remove or eliminate hazard
2. Substitute a hazardous material or process with a non-hazardous or less hazardous one
3. Separate/isolate worker from hazard (provide guards)
4. Develop and use safe systems of work
5. Train, instruct and supervise workers
6. Provide personal protective equipment (PPE) and warning signage

## Recording and Reviewing

All areas and activity risk assessments should be recorded on the Risk Assessment template which can be accessed from Sally Green.

Once a risk assessment has been carried out for a particular task, ensure that the controls are implemented. All risks assessments should be reviewed annually or more frequently if there has been an accident, or a significant change to the activity of working environment, e.g. new equipment.

SPECIFIC RISK ASSESSMENT TEMPLATE							
<b>HAZARD</b>	<b>SEVERITY</b> 1 = Insignificant 2 = Minor 3 = Moderate 4 = Major 5 = Catastrophic	<b>INDIVIDUALS AT RISK</b>	<b>EXISTING CONTROL MEASURES</b>	<b>LIKELIHOOD</b> 1 = Improbable 2 = Conceivable 3 = Likely 4 = Probable 5 = Certainly	<b>RISK RATING (With Controls)</b>  Severity x Likelihood	<b>ACCEPTABLE (Risk Rating ≥5) TOLERABLE (Risk Rating 5-8) ACTION REQUIRED (Risk Rating ≥9)</b>  <b>RECOMMENDED IMPROVEMENTS</b>	<b>RESIDUAL RISK</b>

## Accidents and Incidents

An accident is an unplanned, unscheduled, unwanted event of occurrence or any undesired circumstance which may result in injury to persons or damage to property.

Where an uncontrolled or unplanned event does not result in any injury to a person, but could have done, this is called a 'near miss'. Significant near misses, e.g. nearly being knocked over by a vehicle in the school car-park, should be reported to the H&S Coordinator.

### ACCIDENTS AND NEAR MISSES

All accidents should be recorded via CPOMS and there are also forms located in the school office.

Near miss 'accidents' should also be written up and passed on to Head teacher.

Common types of accidents that take place with school environments are:-

- Sporting injuries to pupils
- Slips, trips and falls
- Cuts and burns

Some accidents and injuries need to be reported to the HSE under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR). This will be done by the Head teacher.

More information can be found at [www.hse.gov.uk/riddor/](http://www.hse.gov.uk/riddor/)  
All RIDDOR reportable incidents should be investigated by the school.



## First Aid

**First aid can save lives. The school have an appropriate number of first aiders, although not all first-aiders have the same level of qualification. Some are fully qualified first aiders (4 day course), others are 'Appointed Persons' (1 day course). Qualified First Aiders are listed in staffrooms and around school.**



**You should familiarise yourself with the school's first aid procedures and the nearest first aid kit, eye wash station and up-to-date list of first aiders, included within this information.**

**It is important that you advise the Head teacher and the person responsible for first aid in the school if you have any medical condition that they might need to be aware of, for everyday safety reasons, and in the event of you needing emergency assistance, e.g. if you suffer from asthma, diabetes, epilepsy, any allergies or reaction to medicines or anaesthetics.**

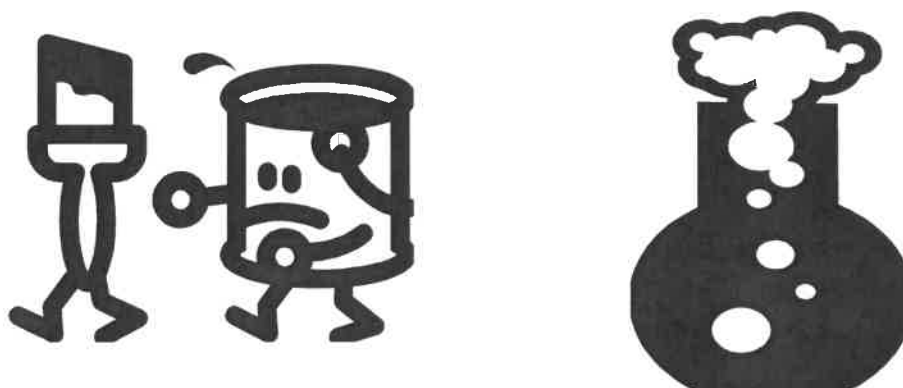
## Chemical Safety (COSHH)

Chemicals and other substances, which are potentially hazardous, can be found in the school environment. Some examples include:-

- Some cleaning agents

These chemicals and substances can cause injuries such as burns, or ill health such as occupational asthma or dermatitis, if used or not controlled correctly.

The Control of Substances Hazardous to Health Regulations (COSHH) requires the use and production of hazardous substances to be properly controlled. This includes replacing hazardous substances with less harmful ones wherever possible, training staff in the correct use and storage of hazardous chemicals, and the correct use of personal protective equipment (PPE).



### COSHH Assessments

The COSHH Regulations require all substances used in the workplace (school) to be assessed to ensure they are stored and used safely. Manufacturers produce 'Material Safety Data Sheets' for every substance, which includes key H&S information for this purpose. Material Safety Data Sheets should be obtained for every substance used in the school. All substances which carry an orange hazard symbol (see next page) must have a documented COSHH risk assessment.

Chemicals which are habitually used within the home are not subject to the COSHH Regulations when solely used at home. However, once the substance has been brought into school (the workplace), they are then subject to the regulations and must be assessed prior to use.



## Rules for the Safe Handling of Chemicals

Only use chemicals/hazardous substances if you have been trained to do so.

### **DO:**

- Ensure that the relevant Material Safety Data Sheet has been obtained from the supplier and a COSHH Assessment is carried out BEFORE using the chemical/substance
- Read the label prior to use and follow manufacturer's guidelines
- Wear Personal Protective Equipment (PPE) e.g. gloves and goggles if the label recommends it
- Use chemicals in well ventilated areas
- Ensure that the correct dilution rates are followed
- Ensure that when diluting, the chemical is added to the water, not the water added to the chemical
- Ensure that containers are clearly labelled
- Ensure that the relevant first aid facilities are easily available in the event of an incident resulting from the use of chemical substances
- Report any injuries, cases of ill health, or incidents resulting from the use of chemical substances to your line manager
- Ensure guidelines for the correct disposal of unwanted chemicals/hazardous substances are followed
- Ensure all flammable substances are stored in a lockable suitably constructed container

### **NEVER:**

- Mix chemicals
- Decant chemicals into containers that have previously been used for other liquids or food products
- Use PPE which is unsuitable, damaged or which looks significantly worn

### **Signage**

The following signs / labels can be found on containers containing hazardous substances:-



**HIGHLY  
FLAMMABLE**



**HARMFUL**



**TOXIC**



**OXIDISING**



**HARMFUL**



**EXPLOSIVE**



**CORROSIVE**



**HARMFUL TO ENVIRONMENT**

The wide range of hazardous substances can be categorised as follows:-

<b>EXPLOSIVE OR FLAMMABLE</b>	Dangerous due to their potential release energy rapidly or due to the harmful effects of their products as a result of explosive or burning.
<b>HARMFUL / IRRITANTS</b>	Substances that adversely affect the skin or respiration or can lead to allergic effects.
<b>CORROSIVES</b>	Chemicals which will chemically attack material or parts of the body.
<b>TOXICS</b>	Substances that interfere or restrict bodily functions (e.g. kidneys, liver) such as chlorinated solvents and heavy metals.
<b>ANOXIA</b>	Vapours such as vapours or gases which reduce the oxygen content of the air or prevent its effective use by the body.
<b>NARCOTICS</b>	Substances that depress the function of the brain.
<b>OXIDISERS</b>	Substances that provoke an exothermic reaction when in contact with other substances.

Further guidance is available from the HSE Website at [www.hse.gov.uk/coshh](http://www.hse.gov.uk/coshh)

## Display Screen Equipment (DSE/VDUs/Computers)

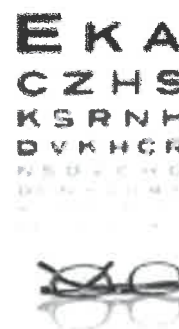
Injuries which can arrive from using DSE include work related upper limb disorders (WRULDs), strains, sprains, tired and dry eyes and headaches. Injuries often occur due to repetitive actions over long periods of uninterrupted work and poorly adjusted workstations.



The Display screen Equipment regulations requires an assessment to be undertaken of the workstations of identified DSE 'users' in order that appropriate action can be taken to reduce the risk of injury.

If you have been identified as a 'user', or think you might be a 'user', the member of school staff responsible for carrying out DSE Assessments will undertake a DSE Workstation Assessment using the forms on H&S NOG. Any issues relating to working with DSE will be discussed with you and further action may be agreed. It is your responsibility to adjust your workstation correctly, to maintain good posture and to take regular breaks from working at the DSE screen.

If you have been identified as a 'user' you are entitled to request an eyesight test. Before organising an eyesight test, check with the H&S Coordinator if the school has any local arrangements with specific opticians.



## Interactive Whiteboard/Projector Safety

### GUIDANCE FOR USE

- Do not stare directly into the projector beam
- If entering the beam, do not look towards beam/audience for more than a few seconds
- If stood in the beam, try to keep your back to projector beam
- Pupils should not be left alone whilst projector/beam is in operation

For further guidance refer to ICT support staff or [www.hse.gov.uk](http://www.hse.gov.uk)

## Moving and Handling

One of the most common causes of workplace injuries is moving and handling heavy objects, also known as 'manual handling'. The types of injury which can be sustained whilst moving and handling include:-

- Strains and sprains of the back, leg and arm muscles
- Crushing of the fingers, feet and toes
- Hand injuries
- Fractures
- Bruising

In order to reduce the risk of injury from 'moving and handling', you must assess the risks involved before attempting to lift and/or move an item. When assessing the task, consider the following:-

- Have you been trained in safe manual handling techniques?
- Is the item too heavy, large or awkward for one person to move it? If so, can you get help?
- Can a mechanical aid, e.g. a trolley or sack barrow, be used to make the job easier?
- Can the load be made easier to move, e.g. lighter by splitting it into smaller quantities?
- What route will you need to take and is it free from obstruction?

### How to Lift Safely

1. Plan your route – is it free from obstructions?
2. Plan the lift – stop and think.
3. Position yourself correctly. If necessary slightly flex your back hips and knees to get to the same level as the load.
4. Test the weight. If you can manage the load take a firm grip.
5. Lift smoothly. Keep your head up.
6. Let your leg muscles do the work, not your back.
7. If possible, keep the load close to the centre of your body as you travel.
8. Lower the load – keep your head up. If necessary slightly flex your back, hips and knees. Let your leg muscles do the work. Adjust the loads position.

For further guidance refer to H&S website [www.hse.gov.uk](http://www.hse.gov.uk) search "Manual Handling".

## Working at Height

Accidents resulting from falls whilst working at height can be very serious. They can lead to long term disability and can even be fatal. 'Work at height' is defined as work at ANY height where there is a risk of injury and includes activities such as:-

- Putting up a display where it is necessary to use a step ladder
- Collecting items which are stored at height and need a step ladder to reach them
- Adjusting stage lights from a lighting gantry
- Decorating stage scenery using a scaffold tower
- Using a ladder to change a light fitting
- Working on a 'cherry picker' or 'mobile elevated work platform' to clean the guttering
- Working on a roof, e.g. to fit new aerials

### Rules for Working Safely at Height

- Where possible avoid working at height. Many tasks can be carried out using a scaffold tower
- Using a ladder to change a light fitting
- Working on a 'cherry picker' or 'mobile elevated work platform' to clean the guttering
- Working on a roof, e.g. to fit new aerials

### Rules for Working Safely at Height



- Where possible avoid working at height. Many tasks can be carried out using extendable/long handle equipment
- If work at height is unavoidable, the activity must be risk assessed to identify the most appropriate type of height access equipment to be used. This might be a step ladder, podium steps, a scaffold tower or a mobile elevated working platform. NEVER stand on chairs – especially swivel chairs!
- Traditional ladders should only be used if the work is low risk (i.e. the distance to fall is not great, the work is of short duration (just a few minutes) and takes place infrequently
- You must be trained to use height access equipment, even step ladders, correctly and safely
- You must carry out a visual check of the equipment every time before using it to ensure it is safe and report any faults to your line manager

- **NEVER** work at height alone

All steps, stools and ladders used in the school should be logged on a ladder register, maintained in a safe condition and subjected to an annual safety check.

### When Using a Step-Ladder

#### **DON'T CLIMB;**

- If the job can be done from ground level
- Unless you have been trained to use the step-ladder
- Unless there is someone else with you
- Until you have checked that the floor is not slippery
- Unless you are sure that the ladder cannot be knocked by anyone or anything
- If you have a poor sense of balance
- If the step ladder isn't tall enough
- If the step ladder appears damaged in any way

#### **ALWAYS;**

- Wear suitable footwear
- Watch out for objects above your head
- Ensure that:-
  - Treads are dirt and grease free
  - 'Feet are in place'
  - Step-ladder is of sufficient height for the job in hand (you should NOT need to stand on the platform)
  - Step-ladder is placed on a firm, level base
  - Platform is locked in position before use
  - Steps are set so that you face the work

#### **KEEP;**

- Three secure points of contact when climbing the step-ladder
- Tools or items that you need at the top of the ladder
- Both feet on the step-ladder – never 1 foot on the step-ladder and the other on another object, e.g. a desk

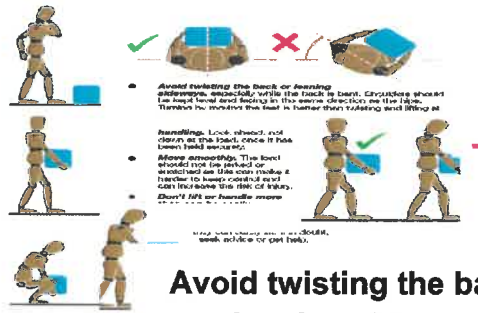
#### **NEVER;**

- Stand on the back cross rail – it is not weight bearing
- Use step ladder in a closed position
- Stand on the top platform
- Over-reach and risk losing your balance
- Exert sideways pressure
- Carry heavy loads when climbing
- Ascend/descend step-ladder at speed



## Good Manual Handling

Think before lifting / handling



Don't lift or handle more than can be easily managed. Put down, then adjust.

Avoid twisting the back or leaning sideways.

Keep the head up when handling. Move smoothly.

## General risk assessment guidelines

There is no such thing as a completely 'safe' manual handling operation. But working within the following guidelines will cut the risk and reduce the need for a more detailed assessment.

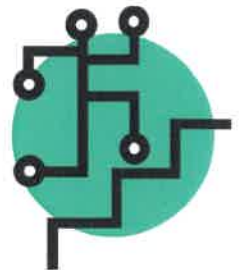
	Women		Men		
Shoulder height	3kg	7kg	10kg	5kg	Shoulder height
Elbow height	7kg	13kg	20kg	10kg	Elbow height
Knuckle height	10kg	16kg	25kg	15kg	Knuckle height
Mid lower leg height	7kg	13kg	20kg	10kg	Mid lower leg height
	3kg	7kg	10kg	5kg	

For further guidance refer to the HSE Website at [www.hse.gov.uk](http://www.hse.gov.uk) and search "ladders".

## Slips, Trips and Falls

Slips, trips and falls are the most common cause of accidents to staff in school. These types of accidents can occur anywhere within the school and can be caused by:-

- Wet floors, e.g. in entrance halls, cloakrooms, by sinks, and near swimming pools
- Spilt food and greasy floors in dining and catering areas
- Wearing unsuitable footwear, e.g. high-heels, flip flops or ill fitting shoes
- Over polished or dusty floors
- Loose or damaged floor coverings and loose nosings on stairs
- Uneven surfaces on external paths
- Trailing cables
- Items such as school bags and coats left on the floor in classrooms and corridors





There are many things you can do to reduce accidents resulting from slips, trips and falls:-

- **Wear sensible, non-slip, low heeled, fully enclosed footwear**
- **Watch your step, particularly on steps and stairs**
- **Remove obstructions on walk-ways, e.g. bags or boxes, even if you didn't leave them there**
- **Ensure that spillages are cleaned up immediately, even if you didn't cause them**
- **Ensure warning signs are used if there are areas of wet flooring following a spillage or cleaning. Remember to remove the sign once the floor is dry**
- **Position equipment so that cables do not cross walkways**
- **If you see a 'wet floor' warning sign, or are in an area where cleaning is taking place, take extra care – avoid the area if you can**
- **Ensure all defective flooring and any other areas of concern which could cause a person to slip, trip and fall is reported to the appropriate person**



Further information can be obtained from the HSE Website at [www.hse.gov.uk](http://www.hse.gov.uk)

## Work Equipment

The term 'work equipment' covers a wide range of equipment ranging from a hammer to a tractor and gang mowers used to cut the grass on the playing fields. Regardless of the size of the equipment, it must be fit for purpose, in good working order and must be well maintained.

Hazardous machinery is likely to be located in several parts of the school, particularly in the DT, Art, Science, Caretaking, Ground-keeping and Catering departments.

Some pieces of work equipment are subject to 'statutory testing' such as passenger lifts, cherry pickers, and pressure vessels such as compressors. The tests will be arranged by the School Business Manager/Health and Safety Coordinator.

If you are using work equipment you should be trained in how to use that make and model safely, be familiar with all the safety features, e.g. guards and emergency stop buttons, and know what, if any, personal protective equipment (PPE) is required when using the equipment.

Visual checks should be carried out on work equipment before each use to ensure that there are no defects or faults. Any equipment which has defects must be taken out of use immediately and NOT reintroduced to the working environment until it has been repaired.

You should NOT bring your own equipment into work unless this has been authorised by a senior member of staff and the item has been checked before use, to ensure it is safe to use, e.g. PAT testing of portable electrical equipment.



For further information refer to the HSE website at [www.hse.gov.uk](http://www.hse.gov.uk)

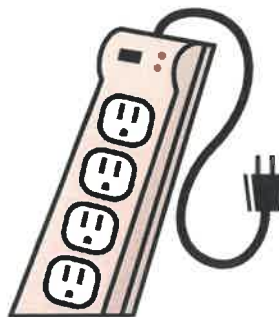
## Electrical Safety

Many items of work equipment are powered by electricity. Electricity can kill and even non-fatal shocks have the potential to cause severe and/or permanent injuries. In addition to injury, electricity has the potential to cause fires, particularly where faulty electrical and/or faulty electrical installations are in existence.

When using electrical equipment:-

- Visually check the equipment before use, i.e. check that the cable and plug have not been damaged and that there are no obvious defects, e.g. broken switches or signs of overheating
- Turn off equipment when not in use, particularly when leaving the site at the end of the day
- When cleaning or maintaining equipment, ensure that you have turned off and disconnected the electric supply first
- If overheating or any other fault is suspected, turn off and unplug the equipment immediately
- Limit the number of extension leads used. Never plug one extension lead into another
- DO NOT leave machinery unattended when it is switched on
- DO NOT pull electrical equipment by the flex
- DO NOT use electrical equipment with wet hands
- DO NOT allow electrical cables to trail into water or use electrical equipment in damp and humid environments unless it is specifically designed for that purpose
- DO NOT use any electrical item which you believe has a fault; report any faults to your line manager or the school's H&S Coordinator

You should not bring your own electrical equipment into work unless this has been authorised by a senior member of staff and the item can be PAT tested on site to ensure it is safe to use.



For further information refer to the HSE website [www.hse.gov.uk](http://www.hse.gov.uk) and search "electricity"

## Lone Working

Lone workers are defined by the Health and Safety Executive as 'those who work by themselves without close or direct supervision', i.e. totally remote from others, due to their location, the time of day, or the day of the week.

Lone working is a part of normal working life. If you work alone you need to take sensible precautions to ensure your safety, including advising other people when and where you will be working. Talk to your line manager or H&S Coordinator to ensure you understand the procedures you must take to ensure you will be safe whilst you work.

Staff who could fall into the category of lone workers include:-

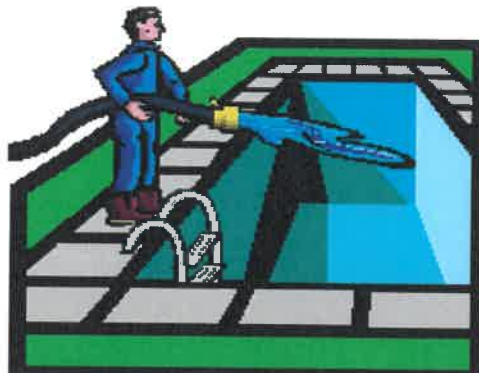
- Caretaking and cleaning staff working alone early in the morning or in the evening
- Ground keepers
- Teaching and administrative staff working outside of normal school working hours, e.g. during the weekends and/or school holidays.

The main risk associated with lone working are:-

- Lack of immediate assistance in the case of injury or ill health
- Violence against the lone worker

Some activities need to be avoided by lone workers. These include:-

- Significant manual handling activities
- Working at height
- Use of dangerous equipment e.g. major power tools
- Use of hazardous chemicals
- Work in potentially hazardous environments, e.g. close to deep water



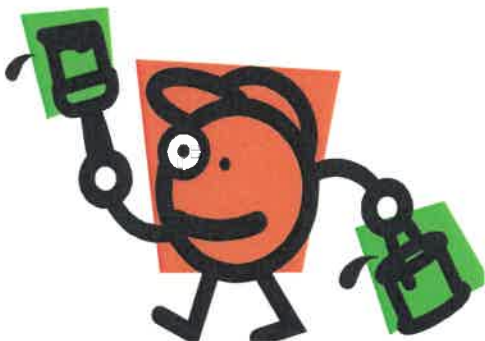
For further information please refer to the HSE website [www.hse.gov.uk](http://www.hse.gov.uk)

## Contractors

All schools employ contractors. They may work on the school site every day, e.g. cleaners and caterers; regularly, e.g. ground-keepers and window cleaners; or just occasionally e.g. electricians carrying out repair work, or a major building contractor constructing a whole new building.

The work that contractors do may present risks to school staff and pupils. Whilst contractors will have been informed of the OWS's health and safety and safeguarding requirements. It is important that all staff are vigilant and report any concerns to the Director of Finance and Business Manager and/or H&S Coordinator as soon as possible.

In order to reduce the risks, it may be necessary to cordon off the area in which contractors are working. Although this may be inconvenient, it is an important safety measure. You must **NOT** enter areas which have been cordoned-off or are marked 'contractors only'.



**THE PRIORITY IS TO KEEP PUPILS AWAY FROM ANY AREA WHERE CONTRACTORS ARE WORKING**

For further information speak to the Director of Finance and Business or the Site Manager.

## Vehicle and Pedestrian Segregation

Whilst at work, you may come into contact with a variety of vehicles. These might include cars, minibuses and coaches, contractors' vans, delivery vehicles, tractors, ride-on lawn mowers etc.

Systems are in place to prevent people being injured by a moving vehicle on the school premises. These include:-

- Speed limits
- Restricting car-parking in certain areas
- Designated and protected pedestrian routes (Do not use vehicle routes)
- Clearly marked pedestrian crossings on school drives/roads
- Designated areas for pupil pick-up/drop off at the start and end of the school day
- Designated areas for minibuses and coaches to pick-up/drop off pupils
- Restricting the times when delivery vehicles can enter the site

Whilst on the school premises you must:-

- Abide by all site rules, e.g. do not exceed speed limits or park on unauthorised areas or allow pedestrians to use vehicle exits
- Be vigilant when driving around the school site, particularly at the beginning and end of the day, when lessons are changing over and at other times where the volume of pedestrians may be increased
- Use footpaths and designated pedestrian routes when walking across the school grounds
- Always remain at a safe distance from reversing vehicles

All incidents resulting in injury and any near misses which involve vehicles must be reported to the school H&S Coordinator to ensure that any issues can be dealt with effectively and quickly.



Should you have any concerns about vehicle and pedestrian segregation on your site, please contact the school H&S Coordinator.

## Pregnancy

Pregnancy is a part of normal everyday life. Many women work during pregnancy and may return to work while they are still breast-feeding. However, there may be some hazards in the working environments which, although normally acceptable, could affect either the health of the women, the developing foetus, or the new born child whilst the mother is breast-feeding. Consequently the Management of Health and Safety at Work Regulations include regulations to protect the health and safety of expectant and new mothers who work. 'New mothers' are those who have given birth within the previous six months, or who are breast-feeding.

Female members of staff who discover that they are pregnant should advise their line manager, in writing, in order that a maternity risk assessment can be undertaken and suitable control measures discussed and agreed.

The risks which should be considered when carrying out a maternity risk assessment should include the physical aspects of the mother's role, any risk of exposure to hazardous substances deemed unsuitable during pregnancy and the mother's normal working conditions. Common risks include:-

- Lifting/carrying of heavy objects
- Design of workstations
- Long working hours
- Exposure to hazardous chemicals and radioactive material, e.g. in science departments
- Prolonged periods of sitting or standing
- Extremes of cold and heat
- Work related stress

Risk assessment forms are available from Karen Cook.

Female members of staff, who wish to they are at work, should be provided with a for this purpose.

express and store their milk whilst clean and healthy environment



For further information on Maternity Leave and Pay, please refer to Karen Cook.



## Environmental Issues and Waste

As a nation we are becoming more aware of environmental issues and the effect that human ways of life can have on the environment, i.e., pollution and climate change. By making small changes to our way of life we can make a contribution towards protecting the environment for future generations.

Small things that YOU can do:-

- Turn off lights if you are the last person to leave the room
- Use natural light when this is light enough
- Dispose of empty toner cartridges for printers via recycling facilities
- Ensure taps are not left running
- Only fill the kettle with enough water for the drinks required, i.e., do not overfill the kettle when making only one cup of tea
- Cycle to work or take public transport where possible
- E-mail documents rather than send hard copies, if practicable to do so.



### Hazardous Waste

Where substances contain hazardous properties, they are classified as 'Hazardous' and may be subject to Hazardous Waste (England and Wales Regulations 2005).

COSHH Assessments will determine what procedures should be followed when disposing of hazardous waste substances. The regulations are not exclusive to substances as such and other items which could be deemed as hazardous waste include electrical items, fluorescent light tubes and clinical waste.

Instructions on packaging and information on Material Safety Data Sheets should always be followed when disposing of hazardous waste. Where necessary, specialists in hazardous waste removal and disposal should be used.

For school specific waste procedures and recycling initiative, please contact Karen Cook.

