



Mount Pleasant Primary School Health & Safety Policy

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General Statement of Policy

In Partnership with SCE, the Head Teacher recognises his responsibility to provide a safe and healthy environment for teaching and non-teaching staff, students, contractors and other visitors to the premises and will take all reasonably practicable steps within his power to fulfil this responsibility. This does not detract from the responsibility of all individual school users to help to maintain a safe and healthy working environment.

Such matters include:

- A safe place of work and a safe working environment
- Safe equipment
- Safe systems of work
- Safe access to and egress from places of work
- The assessment of all significant risks associated with work processes, and the adoption of appropriate precautions
- The provision of adequate information, instruction, training and supervision
- Adequate consultation with staff on all matters relating to health and safety, and fostering of a positive safety culture in the school
- Keeping abreast of legislation by obtaining advice from HQ SCE and through persons competent in health and safety matters
- A written system of safety management which includes:
 - The identification of needs and objectives, in order of priority
 - The allocation of appropriate funds
 - The integration of health and safety planning within the school SHEF Management Plan
 - The regular monitoring of progress, and of safety performance to be used in the planning process
 - An annual review of the safety policy
 - The inclusion of health and safety on the agenda of Head Teacher SHEF meetings, at least quarterly.

The Safety Organisation

Title	Name
Head teacher	Gary Margerison
School Safety Coordinator	School Business Manager
Subject Coordinators (and areas of responsibility, if not obvious)	All teaching staff
Coordinator - COSHH	School Business Manager
Coordinator – Manual Handling	School Business Manager
Coordinator – Fire & Emergency	School Business Manager
Coordinator – First Aid	School Business Manager
Educational Visit Coordinator (EVC)	Gary Margerison
Membership of the Safety Management Team	Gary Margerison & School Business Manager

Head Teacher

The Head teacher is responsible to HQ SCE for all matters concerning the safe conduct of staff and students in the school and all its related activities.

The Head teacher is required to:

- Establish a structured system of safety management, in accordance with SCE guidance and the SCE Safety Policy, comprising:
 - The identification of safety requirements and objectives
 - The clear identification of priorities
 - The incorporation of safety requirements and future objectives in the development and budget planning of the school, and where appropriate, inclusion in the school SHEF Management Plan
 - The regular monitoring and review of safety performance, progress and future needs so that this information is fed back into the planning process
 - Implement a system for protecting all persons on the premises, or involved in school activities, from risks which are reasonably foreseeable
 - Coordinate any necessary safety arrangements with any contractors working on the site
 - Implement such procedures as are necessary to comply with all legislation concerning health and safety, in accordance with SCE guidance
 - Provide regular reports on significant issues and general progress to HQ SCE
 - Foster the growth of a positive safety culture, in which all the staff share the aim of continuous improvement in health and safety

Class Teachers

Each teacher is responsible to the Head teacher for the safe management of the Key Stage, in accordance with SCE guidance and the SCE Safety Policy, and for implementing all school procedures relating to health and safety.

The teacher will identify and clearly prioritise both the immediate and long term requirements of the Key Stage, with regard to health and safety, and provide this information to the Head teacher so that it may be included in the normal budget planning arrangements.

Teachers will make appropriate arrangements for the periodic monitoring of safety standards, arrangements, and progress towards identified objectives. He/she will report the results to the Head teacher, for incorporation in the regular review of safety matters and inclusion, where appropriate, in the School SHEF Management Plan and/or budget planning.

The Key Stage Head will assist in the fostering of a positive safety culture within their department.

Sodexo Manager

The Head teacher and Sodexo Manager will liaise so as to coordinate any necessary safety arrangements which relate to each other's staff, and in relevant matters related to the management of the building in general.

All staff

Section 7 of the Health and Safety at Work Act places duties on all staff to take reasonable care for the health and safety of themselves and of other persons who may be affected by their acts or omissions at work and to cooperate with the employer and his representatives so far as is necessary in order for the employer to fulfil and of the relevant statutory provisions.

Section 8 of the Health and Safety at Work Act makes reckless interference with or misuse of anything provided in the interest of health, safety or welfare an offence.

Health and safety legislation requires all staff to:

- Use all materials, machinery and equipment etc. in accordance with the information, instruction and training which they have received
- Report immediately to their line manager any defects in the equipment etc.

- Report immediately to their line manager any serious and immediate danger to health and safety
- Report to their line manager any matter which they, taking into account their instruction and training, would reasonably consider represented a shortcoming in the protective arrangements for health and safety (it is sufficient to report a given matter only once, and not to have to repeat it).

All members of staff are responsible for:

- Observing all instructions on health and safety issued by the Executive Director of Children's Services, Head teacher or any other person delegated to be responsible for a relevant aspect of safety
- Observing all safety rules relating to the use of specific machinery
- Reporting all accidents to Safety Coordinator or Head teacher, and ensuring that an accident report form is completed
- Reporting all potential hazards to health and safety to the Head teacher or School Safety Coordinator.

The Management of Health and Safety

The Management of Health and Safety at Work Regulations require that a thorough and modern system of safety management is adopted as described in the SCE Safety Policy.

General Arrangements

Meetings of the Safety Management Team

Purpose of meetings:

- To direct and coordinate the necessary planning for Health and Safety, and to draft the Schools Safety Policy
- To review, prioritise and direct the safety initiatives arising from:
 - Plans submitted by departments and/or coordinators
 - Reports concerning safety inspections, accident reports and other means of monitoring performance
 - New information or guidance received from HQ SCE or enforcing authorities
- To audit all parts of the safety management system on an ongoing basis

Frequency of Meetings

Safety management meetings are conducted, often as part of a Professional Development Meeting. Additional meetings are conducted on a need led basis.

Accident reporting procedures

It is a legal requirement that every workplace must have an efficient and formal means of reporting and recording accidents.

Within SCE the recording and reporting procedures are as follows:

1. Pupils suffering minor injuries following an incident are to have the details recorded through the schools in-house accident reporting format. Parents will be informed.
2. If the following applies;
 1. Pupils require external medical assistance (whether at the time of the incident or after school hours but relating to an incident in school)
 2. Staff injured at work (but require less than 3 days away from the workplace)

Parents must be notified immediately in the case of a pupil.

The incident must be recorded and reported by filling in the relevant details on the MOD Accident Reporting Form 510.

This can either be done by the injured party, if an adult, or by somebody else on their behalf. The Accident Report Form must be filled in electronically and then sent to the Lead SHEF Advisor as an attachment to an email (SCE-SupSvcs-SHEFAdv@mod.uk) as soon as possible after the incident an investigation should take place (see leaflet 20, 20a and 20b SCE SHEF Manual).

3. In all other circumstances;
 3. A pupil is admitted to hospital following an incident occurring in school or school activities
 4. A member of staff required more than 3 days away from the workplace
 5. All incidents involving contractors or visitors

The reporting and recording must be completed as in (B) above but in addition the Lead SHEF Advisor must be informed by telephone within an hour.

4. Near Misses:

Near misses are to be reported and kept with in-house accident records.

5. Dangerous Occurrences:

Dangerous occurrences are to be reported as follows:

The incident must be recorded and reported by filling in the relevant details on the MOD Accident Reporting Form 510.

The Accident Report Form must be filled in electronically and then sent to the Lead SHEF Advisor as an attachment to an email (SCE-SupSvcs-SHEFAdv@mod.uk) as soon as possible after the incident, an investigation should take place (see leaflet 20, 20a and 20b SCE SHEF Manual).

6. Definitions

Accident: Any injury or occupational disease to a person or which caused/had the potential to cause a RIDDOR dangerous occurrence.

Incident:

1. An event which causes loss or damage to property, plant or equipment due to a shortfall in safety measures
2. An intervention or enforcement notice from an internal or external regulatory body
3. Contamination of an individual or workplace by an article contaminated with chemical, biological or radioactive (CBR) material.
4. A CBR contaminated article being lost from institutional control

Near miss: An event that, while not causing harm, has the potential to cause injury, damage or ill health but which was avoided by circumstance or through timely intervention.

Contact details for advice and the reporting of accidents are:

Lead SHEF Advisor: HQ SCE

SHEF Advisor: HQ Service Children's Education
Portacabin 6
Trenchard Lines
Upavon
Wilts
SN9 6BE

TEL: 0044 1980 615853

Email: SCE-SupSvcs-SHEFAdv@mod.uk

First Aid Procedures

The requirement for first aid provision for employees is laid down in the Health and Safety (First-Aid) Regulations 1981. The general responsibility for taking reasonable care of pupils is enshrined in common law under the *in loco parentis doctrine*.

All medical issues should be directed to the school office. The office staff are qualified in First Aid at Work, most staff in school are also Paediatric First Aid qualified and ideally children should be sent to the office with an adult. If this is not possible, the child should be accompanied by a minimum of 2 other children.

If a child has an accident and is not moving, the child must not be moved. Assistance should be sent from the school office.

If the medical issue cannot be resolved by the First Aid staff in school then Emergency Services should be contacted. Parents should be contacted immediately .

At the morning break and lunchtime, whilst using the main playground children who require medical attention should be taken to the entrance hall. All children must be accompanied by an adult member of staff who will record details of the accident/illness in the School Accident log book.

Any instance of head collision must be reported to the parent. Accidents/illness of a more significant nature should also be reported to parents.

Children who are sick or have diarrhoea should be sent home immediately.

Building and Site Maintenance

This is the responsibility of the School Business Manager in conjunction with the Head teacher.

Maintenance and Testing of Equipment

RCD testing will also be carried out and the results recorded. These arrangements are established through InterServe.

Fire Safety and Emergencies

The School ensure that

- The fire risk assessment is completed for each building by the Fire Section. Several parties should be involved in the completion of this task.
- Fire drills should take place each term
- The following arrangements for fire precautions should be in place to ensure that
 - Flammable liquids are stored in a locked metal cupboard
 - Fire doors are always closed and never wedged open
 - Waste materials are collected daily and are never stored in a locked area until collection by the local council
 - Electrical equipment not in use is always isolated from the mains

Security

The school has a security system in place which affords authorised access only. The school has adopted a signing in systems and issues visitor badges to authorised visitors. Such measures enable the school to be secure and safeguarded and students against risk of unauthorised entry to the buildings.

Risk Assessment

- A. The management of Health and Safety at Work Regulations require employers to undertake suitable risk assessments. However, the Regulations do not necessarily require the elimination of all risk but employers are required to protect people so far as reasonably practicable. Part of this proections involed informed, rational and structured evaluation of the risks presented by working practices and/or the working environment. The MoD through its Line Managers is legally required to assess the risks in the workplace so that an effective plan to control the risks can be put in place.
- B. A risk assessment is nothing more than a careful examination of what, in your workplace or processes could cause harm so that you can weigh up whether you have taken enough precautions or whether you could do more to reduce the risk to a lower level. In SCE the responsibility for ensuring risk assessments are conducted lies with the Line Management. The task is often delegated to another member of staff, but it must be understood that the responsibility for ensuring all risks have been assessed cannot be delegated.

- C. The person conducting the assessment must be competent. This means they must have an understanding of the risk assessment process, as well as knowledge of the task they are assessing. This will often mean that it will take involvement from more than one person. For example, if an assessor has competence in conducting assessment but little competence in the task then an assessment will need to be conducted with an expert in that field.
- D. In order to conduct a risk assessment successfully it is necessary to understand the difference between a hazard and a risk:
1. Hazard: Can be defined as something with the potential to cause harm, e.g. a moving vehicle
 2. Risk: Is the likelihood of harm occurring when in contact with the hazard and weighed against the potential consequences. E.g. if a child is hit by a moving vehicle the risk is that they will be killed/seriously injured and with no control measures in place to protect them from the hazard that it is very likely to happen and therefore clearly a high risk.
- E. Risk assessment is a subjective but logical process which can be broken down into 5 steps:
1. Identify the hazard
 - i. Review the task and/or work area, talk with the persons involved and identify any hazards. Assessment is not limited to normal work activities. Open days, displays etc if organised by the School or department or taking place on MoD property or using MoD owned equipment, shall be subject to risk assessment. Remember to include hazards arising from normal activities and the potential hazards if things go wrong. Focus on the reasonably foreseeable (that is an event that can logically be predicted to occur and which could result in harm) not remote possibilities. Tasks/activities that pose trivial safety consequences should not be subject to risk assessment.
 - ii. It is important to remember that an effective risk assessment looks at the whole activity not individual hazards
 2. Decide who might be harmed and how:
 - i. For each hazard establish who might be harmed, it will help to identify the best way to manage the risk. This does not mean listing everyone by name, but rather identifying groups of people, e.g. staff in rest rooms, visitors, members of the public etc.

- ii. In each case decide how they might be harmed, i.e. what type of injury or ill health might occur. For example, stores personnel may suffer back injury from repeated lifting of boxes.
 - iii. Some workers have particular requirements, e.g. new and young workers, women of child-bearing age, new or expectant mothers and people with disabilities may be at particular risk.
 - iv. Shared workplaces present particular problems. Risk assessments should consider the effect of the activity on other workers. Line Managers should also ensure that they are familiar with the risk assessments produced by other groups within the workplace that may affect their staff.
3. Evaluate the risks and decide on precautions:
- i. Evaluating the risk is a subjective process which becomes easier with experience.
 - ii. If the product of the hazard severity and likelihood of occurrence is 1 or 2, then the item being assessed is categorised as Low Risk. Similarly if the score is 3 or 4 then the risk category is Medium Risk, while the scores of 6 or 9 signify a High Risk category. When recording the Risk Rating include the individual “Likelihood” and “Consequence” scores, this allows resources to be targeted at the right areas.
 - iii. The legal requirement for most health and safety regulations is to reduce the risk of harm so far as is reasonably practicable. The level of acceptance risk is dependent on circumstances, e.g. the perceived risks of working in an office environment are different to those working in a military front line hostile environment. It is the Line Managers responsibility to decide when the level of risk is acceptable, a well-constructed risk assessment will aid in this decision.
 - iv. The first step in evaluating the risk is to establish what controls are currently in place, it is important that this is based on what is actually being done, not to what is thought to be done. The second step is to decide whether anything else can and needs to

be done, this could involve the introduction of additional control measures or better implementation of existing control measures.

v. If the need for additional control measures is identified their implementation needs to be managed, this will require identification of ownership and the setting of implementation dates. Large numbers of additional control measures should be addressed priority order, the most affective being implemented first. Once additional controls have been indetified the risk rating is to be recalculated and recorded in the “Residual Risk” column. If existing controls are considered adequate the “Additional Controls” section of **MoD Form 5100a** should be marked “Controls Adequate”.

vi. When assessing risks the following points should be considered:

1. Can the hazard be eliminated altogether?
2. Can the risks be controlled so that the harm is ‘most unlikely’?
3. Is there a less risky option?
4. Can access to the hazard be eliminated or reduced e.g. barriers, guard’s etc.?
5. Can the work be reorganised to eliminate or reduce the risks?
6. Is additional welfare facilities required e.g. first aid or washing facilities for removal of contaminates?
7. Is Personal Protective Equipment (PPE) required? The use of PPE is a last resort and should not be preferred to other forms of risk elimination of reduction. It should also not be used as a single control measure but only in conjunction with other control measures.

4. Record your findings and implement them:

- i. On completion of the risk assessment the details must be recorded and the assessment brought to the attention of all those who are at risk or are responsible for implementing the control measures.
- ii. The recording of the risk assessment shall be clear and concise; it is to be easily read with the minimum use of acronyms.

- iii. The most important part of any risk assessment is effective implementation of the control measures. Once implemented Line Management is to ensure that the control measures remain effective and that staff are compliant with the risk assessment requirements.

5. Review your assessment and update if necessary:

- i. Risk assessments are to be regularly reviewed to ensure they remain suitable and sufficient.

A review is to be conducted:

- Annually.
- If there is a reason to doubt the effectiveness of the assessment.
- Following an accident or near miss
- Following significant changes to the task, process, procedure or Line Management.
- Following the introduction of more vulnerable personnel, e.g. persons who are not familiar with the process, task or environment, persons who may have special needs.

- ii. If following review there are no changes to be made to the assessment, the Line Manager is to sign and date the original assessment confirming that it is suitable and sufficient.

Manual Handling

Staff, pupils and other school users should only attempt to lift and carry objects if confident to do so. Please inform the School Office if an object needs moving and help is required. All staff are responsible for reading the manual handling guidance held in the office and following these guidelines. Wherever reasonably practicable, procedures and practices should be changed to eliminate or otherwise reduce manual handling tasks

Working at Height

All staff are responsible for reading the manual handling guidance held in the School Office and following these guidelines.

Slips and Trips

It is a staff member's responsibility to report any slip and trip hazard to the School Office and effectively cone off an area so that no accident occurs. Please be aware that this is everyone's responsibility.

Display Screen Equipment

Display Screen Equipment (DSE) users who have workstations in school are the Head teacher, School Business Manager and Admin Officer/Heads PA. Each of these staff members must complete their own DSE risk assessment.

Staff, pupils and other school users must make all reasonable efforts not to look directly into the beam of an overhead projector.

Machinery and Work Equipment

All new machinery and work equipment should be selected through assessment to ensure that it is appropriate for the intended purpose. All such equipment must be maintained in safe working order.

Educational Visits

SCE believes that students can derive immense educational benefit by taking part in off-site visits. The knowledge and experience gained beyond the classroom can consolidate and extend the taught curriculum within it. Taking part in problem solving, decision-making and residential experiences both at home and abroad can enhance the development of personal and social skills.

An off-site visit is defined as:

Pupils going 'beyond the school gates' to pursue an activity organised by the school

Activities may take place during or after the school day, at weekends or in school holidays and will have an educational basis.

Where a member of staff propose to arrange an off-site activity the approval of the Head teacher/Educational Visits Coordinator (EVC) must be obtained before any commitment is made on behalf of the school. Sufficiently detailed proposals must be provided by the member of staff to allow for an informed decision to be made.

Visits will fall into a 3 category approval/monitoring process:

Category A: Visits vetted at school level only

Category B: Visits over which SCE needs to keep a watching brief

Category C: Visits for which SCE must be asked to approve at the outset of the planning

Where the off-site visit involves high-risk activities, the group being away for a period of more than 24 hours, an over night stay, an activity on or near water or a journey by sea or air, the Head teacher/EVC will seek the approval of the Outdoor Education Adviser before sanctioning the activity.

Play Equipment

The school play equipment is to be checked regularly by school staff and inspected annually by BFSAL. Those records are to be annually verified by the School Business Manager.

Information and Training

Staff will be provided with appropriate information and training to enable them to undertake and supervise school activities. Examples of such activities include the safe use of substances, machines and other items of work equipment. Any specialist safety training requirements should be identified through training needs analysis, prioritised and costed to allow appropriate allocation of the schools training budget.

Personal Protective Equipment

The cleaning of PPE is vital to protect against illness and disease. Simple cleaning can be carried out by the user but more complex cleaning requirements must be carried out professionally. Where PPE is shared e.g. safety goggles for pupils, these items must be cleaned after use. This will prevent the transfer of infections from one person to another e.g. conjunctivitis.

It is an individual staff members responsibility to request PPE if deemed necessary to carry out an activity safely. Training will be provided, if deemed necessary and appropriate by the school.

Staff are responsible for reading the School Intimate Care Policy and First Aid Policy and following those procedures, (e.g. wearing gloves when dealing with bodily fluids and safe disposal of them).

Head teacher: Gary Margerison

Name: G. Margerison

Date: September 2016

Signature: Gary Margerison