



**BICKLEY PARK  
SCHOOL**

# Health & Safety Policy

<b>Policy Review &amp; Update Process</b>			
Member(s) of SLT responsible for update	Bursar		
Sub-Committee responsible for review	Buildings, Health and Safety Committee		
ISBA template policy?	Y		
Last Updated	<b>January 2025</b>	Updated by	<b>Head</b>
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Risk Assessments where applicable are held on SharePoint. All policies contained herein are reviewed annually by SLT. This manual is reviewed and approved by the Board of Governors each year. Individual policies may be updated on an ad hoc basis should legislation change or if there is a change of circumstance.

## Section A: Introduction and Background

### INTRODUCTION AND BACKGROUND

#### HEALTH AND SAFETY AT WORK ACT 1974

The ***Health and Safety at Work Act 1974*** imposes a general duty of care on most people associated with work activities. Everyone employed in educational establishments is protected by the Act and employers have an obligation to ensure, as far as is reasonably practicable, that persons not employed by them who may be affected by their activities are not exposed by their actions to health or safety risks. Within schools, pupils, parents and visitors come into this category.

The prime purpose of the Act is to reduce accidents and improve health and safety in places of work. It is therefore important for those employed in schools to be on the lookout for hazards to health and safety and to expect joint consultation with their employers.

Section 2 of the Act places a duty on employers to safeguard, so far as is reasonably practicable, the health, safety and welfare of their employees.

Section 7 of the Act requires employees to ensure that the ways in which they work are without risk to themselves and to other staff and visitors. They must co-operate with those with responsibilities for health and safety, e.g. by reporting areas of the premises, equipment or work practices which appear not to be safe, and by adhering to policies and instructions from those in a supervisory capacity.

All aspects of health and safety are the responsibility of the governing body.

There are also health and safety implications in the duties of the Head. These not only derive from his responsibilities for the care of pupils and the management of staff but also those which relate to the security and supervision of the premises and reporting to the governing body.

## **Section B: Bickley Park School General Statement of Health and Safety Policy**

As Governors of Bickley Park School, we fully recognise our collective responsibility for providing, so far as is reasonably practicable, a safe and healthy school for all of our employees, pupils, contractors, visitors (including parents) and others who could be affected by our activities. In our role as employer, we attach high priority to ensuring that all the operations within the school environment, both educational and support, are delivered in an appropriate manner. The governors are committed to promoting the welfare of all in our community so that effective learning can take place.

We fulfil our responsibility as governors of Bickley Park School by appointing *the Chairman of our Buildings, Health and Safety Committee* with responsibility for overseeing health and safety *as part of her general responsibilities for the upkeep and maintenance of the fabric of the estate and buildings.*

Day-to-day responsibility for the operation of health and safety at the school is vested with the Head. However, as Governors, we have specified that the school should adopt the following framework for managing health and safety:

*The Governor overseeing health and safety* attends the meetings of the school's Buildings, Health and Safety Committee termly and receives copies of all relevant paperwork.

A report on health and safety covering statistics on accidents to pupils, staff and visitors, staff training, fire drills, and all new or revised policies and procedures is tabled at each term's Buildings Health and Safety Committee meeting.

The minutes of the Committee's discussion on health and safety are tabled at each meeting of the full Governing Board together with any other issues on health and safety that the committee chairman wishes to bring to the Board's attention.

The external fabric of the school, its plant, equipment and systems of work are surveyed and inspected regularly by competent professionals.

These reports (as per point above) are considered by the Buildings Health and Safety Committee and its recommendations (together with defects to be addressed) form the basis of the school's routine maintenance programmes.

The school's caterers adherence to health and safety in catering and cleaning of the food preparation and eating areas is subject to external inspection by the Environmental Health Officer (EHO). In addition, the caterers arrange for an independent hygiene and safety audit of food storage, meal preparation and food serving areas three times a year, together with regular external deep cleaning and pest control services, and advise the Bursar of any failings at fortnightly meetings.

The school has fire risk assessments, carried out by a competent person which are reviewed every year for progress on completion of items in the action plan, and updated every three years, more frequently if significant changes are made to the interior of buildings or new buildings are bought or added. The

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Buildings Health and Safety Committee review this risk assessment every time it is amended and submit a report to the main Board of Governors.

An external health and safety consultant reviews the overall arrangements for health and safety, including fire safety, the general state of the school, and reports on actions required with recommended timescales. The progress of implementation is monitored by the Buildings Health and Safety Committee

The school has a competent person undertake a risk assessment for legionella, every year and a monthly water sampling and testing regime in place.

The school has a comprehensive policy in place for the training and induction of new staff in health and safety related issues which should include basic 'manual handling', 'fire safety' and 'working at height' training. Health and Safety training that is related to an individual member of staff's functions, such as science teachers, will be provided in addition to the 'standard' induction training. First aid training and minibus driver training are provided to any member of the teaching staff who is involved with trips and visits and to selected members of the non-teaching staff.

All members of staff are responsible for taking reasonable care of their own safety, that of pupils, visitors, temporary staff, volunteers and contractors. They are responsible for co-operating with the Head, the Bursar and other members of the Senior Leadership Team ("SLT") in order to enable the governors to comply with health and safety duties. Finally, all members of staff are responsible for reporting any significant risks or issues to the Bursar.

All employees are sent copies of this statement. It is also posted in the school staff rooms. They will be advised as and when it is reviewed, added to or modified. Details of the organisation and arrangements for carrying out the policy are to be found in parts two and three of this document.

Signed



M Hansra. Chair of Governors, for and on behalf of the Board

Date: March 2023

## **SECTION C: ORGANISATION**

This part of the Policy deals with the organisation, planning, implementation, operational monitoring and management review of the Policy. It also covers the development of general policy and how we train our employees (and others) to carry out our activities. An organogram has been prepared to assist in the understanding of the health and safety structure within the school, which is shown at the end of this section.

### **1. BOARD OF GOVERNORS ("THE BOARD")**

The Board has overall collective responsibility for health and safety within the School. It has a responsibility to ensure that health and safety issues are considered and addressed and that the Policy is implemented throughout the School. They will also make adequate resources available so far as is reasonably practicable, to enable legal obligations in respect of health and safety to be met. Where appropriate, advice from a Competent Person will be sought to advise the School and tasks will be delegated to suitable employees in order to assist the Board in carrying out its duties.

### **2. HEAD**

The Head will assist the Board in directing the overall management and development of the Policy, defining the aims of the Policy and communicating the responsibilities associated with the management of health and safety within the School. The Head will also report to the Board on health and safety performance and assist the Board in implementing changes in the Policy which the Board have approved.

### **3. BURSAR**

The Bursar will have day to day management responsibility for ensuring that, so far as is reasonably practicable, arrangements are in place for:

1. Safety and security
2. Fire safety
3. Electrical safety
4. Gas safety
5. Water quality
6. Asbestos
7. Emergencies
8. Staff induction

The Bursar will also act as the School Safety Co-ordinator, whose duties will include:

- advising the Head on maintenance requirements;
- co-ordinating advice from specialist safety advisors and producing associated action plans;
- monitoring health and safety within the School and raising concerns with the Head
- compliance with the Construction (Design and Management ) Regulations;
- chairing the School Risk Committee.
- Registration and control of visitors. (School Front desks)

### 1. HEADS OF DEPARTMENT (TEACHING)

The Heads of Department will ensure, so far as is reasonably practicable, the health and safety of those affected by activities under their control. They are responsible for maintaining up to date risk assessments for areas under their control. Specific risk assessment requirements are:

- Science (including harmful substances and flammable materials) – Head of Science
- Sports activities – Head of PE
- Drama – Head of Drama
- Art (including harmful substances and flammable materials) – Head of Art
- Music – Head of Music
- Design & Technology – Head of Design & Technology
- Outdoor lessons – Head of Forest School or Adventure School
- Trips and visits – Trip Leader
- Cleaning functions – Housekeeper

They will also be responsible for identifying, organising (and maintaining records) of training that is relevant to their area of control.

### 4. MAINTENANCE MANAGER

The Maintenance Manager will assist the Bursar with the implementation of the following:

- Building security.
- Prevention of unsupervised access by pupils to potentially dangerous areas (in cooperation with others as appropriate).
- Site traffic movements.
- Maintenance of School vehicles.
- Testing arrangements, maintenance and records, including fire, electrical, gas, equipment, water quality, asbestos.
- Good standards of housekeeping, including drains, gutters etc.
- Control of hazardous substances for grounds maintenance activities.

### 5. EXTERNAL HEALTH AND SAFETY ADVISORS

The Bursar will arrange as appropriate for external consultants to **advise** on matters of health and safety within the School. Such provision may include:

- Structural surveyors are retained to give advice on the external fabric of the school.
- Engineers monitor and service the school's plant, equipment, including boilers and, lifts.
- Gym and fitness equipment and design and machinery used in both design and technology and in the maintenance department are serviced annually.
- The school's adherence to health and safety in catering and cleaning is subject to external inspection by the Environmental Health Department. In addition, the school caterers arrange for:

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- an external professional to take swabs of all knives, chopping boards and other kitchen equipment three or four times a year and report on those findings.
  - an independent hygiene and safety audit of food storage, meal preparation and food serving areas three times a year.
  - professional advice from a dietician on healthier food, menu planning and special diets as needed.
  - the professional deep cleaning of all equipment, high level cleaning of all cooking, food preparation and storage surfaces, areas etc twice a year.
  - appropriate pest control measures to be in place.
- 
- The school has a suitable and sufficient fire risk assessment which is reviewed annually for items in the action plan and updated every three years, or when significant changes are made to the interior of buildings, or new buildings are bought or added.
  - In addition to the weekly fire alarm tests, the alarm system, together with all smoke detectors, emergency lighting, extinguishers are tested annually by a qualified contractor.
  - An external health and safety consultant reports periodically on the arrangements for health and safety in all lessons, support areas, public spaces, sports and swimming facilities.
  - The school has a suitable and sufficient risk assessment for legionella, every year and a quarterly water sampling and testing regime in place.
  - The school maintains an asbestos register and the Bursar is responsible for ensuring that it is kept up-to-date and for any sampling or removal before major works takes place. The Bursar is also responsible for the maintenance of an asbestos management plan. He is also responsible for making sure that contractors are fully briefed on areas of asbestos before starting work.
  - The school has current electrical test certificates for all its buildings. It uses NICEIC qualified electrical engineers to inspect and maintain its electrical installations [all of which are RCD protected and meet the requirements of BS7671 IEE wiring regulations].
  - All work on gas boilers and appliances is carried out by registered Gas Safe engineers.
  - All domestic boilers are serviced annually and all domestic properties have current landlord's gas safety certificates.
  - All lightning protection and earthing conforms to BS 6651-1999 or to BS EN 62305. It is tested regularly by a specialist contractor.
  - A competent Principal Designer, Principal Contractor / Contractor is appointed in order to ensure compliance with the Construction (Design and Management) (CDM) Regulations 2015 whenever construction work is undertaken.



**6. SCHOOL RISK COMMITTEE**

The Committee will meet once a term, and will be chaired by the Bursar. The Governor who is responsible for overseeing health and safety will be sent the minutes of these meetings. The other members of the Committee will be:

- The Head
- Head of PE
- The Maintenance Manager
- Assistant Head Pre Prep

Minutes of these meetings are posted to the staff common drive for viewing.

The role of the Committee is to:

- discuss matters concerning health and safety, including any changes to regulations;
- monitor the effectiveness of health and safety within the school;
- review accidents and near misses, and discuss preventative measures;
- review and update risk assessments;
- discuss training requirements;
- monitor the implementation of professional advice;
- review the safety policy guidance and updating it;
- assist in the development of safety rules and safe systems of work;
- monitor communication and publicity relating to health and safety in the work place;
- encourage suggestions and reporting of defects by all members of staff.

**7. THE SCHOOL MATRONS**

The School Matrons will be responsible for:

- Maintaining an accident book and reporting notifiable accidents to the Health & Safety Executive (Bursar's office).
- Keeping statistics and preparing summary reports for the School Health and Safety Committee. (Bursar's office).
- Escorting pupils to hospital (and informing their parents).
- Checking that all first aid boxes and eye wash stations are replenished.
- Posting notices of school first aiders around the school

**8. STAFF**

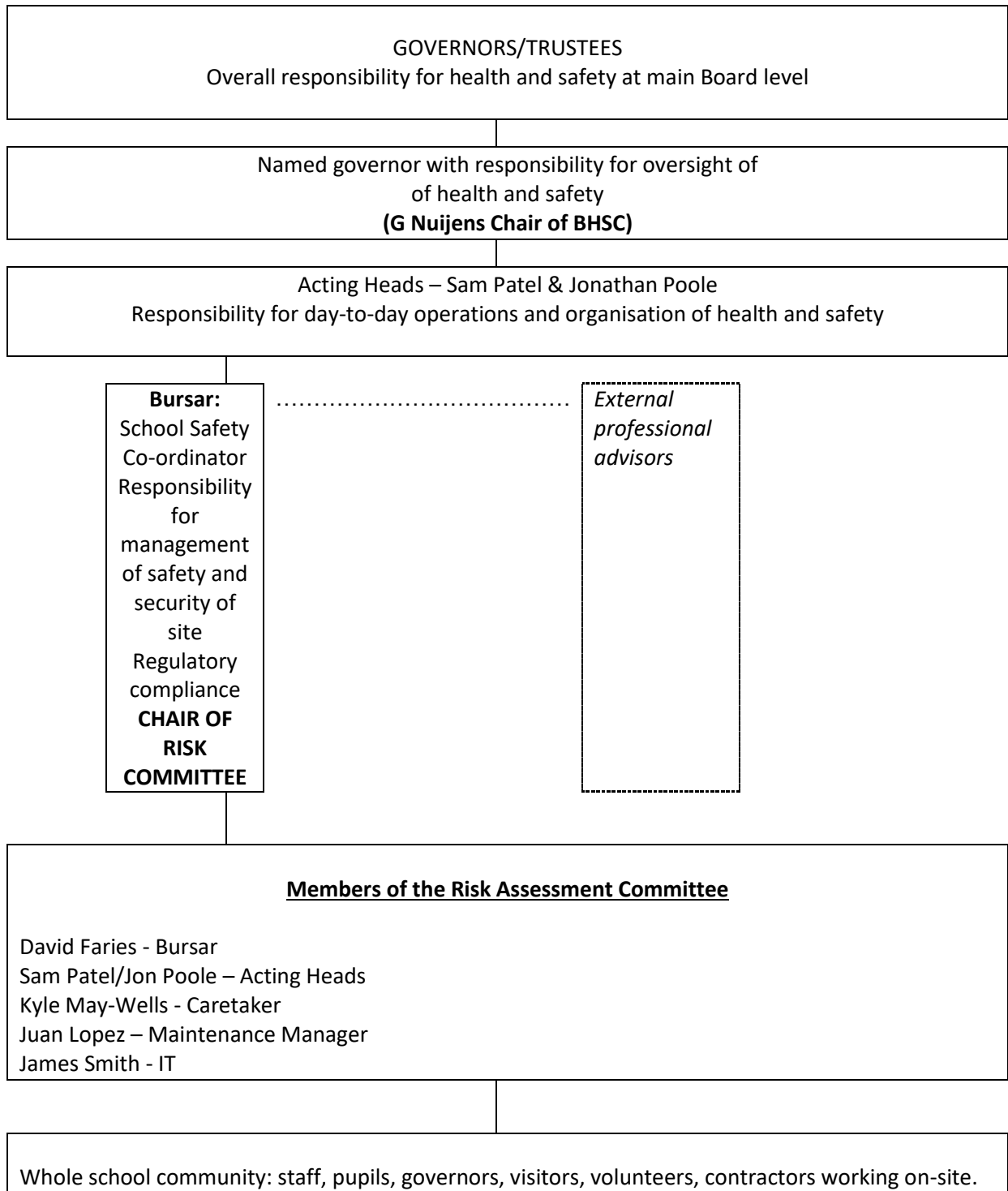
The co-operation of all staff is essential to the success of the Policy and the School requests that staff should notify their Head of Department / Bursar of any hazards to health and safety which they notice and of any suggestion they wish to make regarding health and safety. Staff are required to:-

- follow the Policy;

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- take reasonable care for the health and safety of themselves and others who may be affected;
- follow requirements imposed on the school or any other person under health and safety law and co-operate fully so as to enable the duties upon them to be performed;
- carry out all reasonable instructions given by managers / senior staff;
- make proper use of anything provided in the interests of their health and safety such as protective equipment. Reckless or intentional interference with such equipment will potentially be regarded as a dismissible offence;
- comply with any reasonable request made by any of the persons named above in relation to the fulfilment of their duties.

**DIAGRAM SHOWING THE ORGANISATION FOR HEALTH AND SAFETY**



## Section D: Health and Safety

### Accident Reporting: Policy Guidance

#### 1. Scope

This guidance is to enable the school to comply with the requirements of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 ("RIDDOR") and that appropriate records are kept of accidents involving School activities.

- 1.1 Most incidents that happen in schools or on school trips do not need to be reported to the HSE. If a pupil is injured in an incident and remains at school, is taken home or is simply absent from school for a number of days, the incident is not reportable.
- 1.2 Injuries to pupils and visitors who are involved in an accident at school or an activity organised by the school are only reportable under RIDDOR when
  - the death of the person arose out of or in connection with a work activity; or
  - an injury that arose out of or in connection with a work activity and the person is taken directly from the scene of the accident to hospital for treatment (examinations and diagnostic tests are not treatment)
  - the HSE Information Sheet EDIS 1 (rev3) gives guidance and examples of whether an injury arises out of or in connection with work.
  - if in doubt guidance should be sought from the HSE, for example when a pupil from another school is injured (specified injury) during a sports match (not reportable) as opposed to a pupil of the school who is injured similarly during a timetabled games lesson (reportable).
- 1.3 Injuries and ill health to people at work are reportable by the responsible person under RIDDOR when
  - accidents which result in death or a specified injury (which must be reported without delay). Also a reportable occupational disease when confirmed by a doctor in writing. The HSE Information Sheet EDIS 1 (rev3) gives details of specified injuries and reportable diseases.
  - accidents prevent the injured person from continuing their normal work for more than seven days (not counting the day of the accident, but including weekends and other rest days). These must be reported within 15 days of the accident.
  - the responsible person is normally the employer of the injured person. The exception will be those that are self employed, where the controller of the premises should report.
- 1.4 Dangerous Occurrences (specified near miss events) are reportable under RIDDOR. The HSE Information Sheet EDIS 1 (rev3) contains the typical examples applicable to schools.

#### 2 Objectives

- 2.1 To ensure that accidents are recorded and reported in line with statutory requirements and insurance conditions.
- 2.2 To ensure that accidents can be appropriately investigated.

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2.3 To identify the root causes of accidents and implement the lessons learnt to prevent recurrence.

2.4 Schools may choose to report near misses internally as well as accidents.

### 3 Guidance

3.1 The Bursar and / or School Nurse will assess the nature of the accident and the reporting requirements. Reference should be made to the HSE Information Sheet EDIS 1 (rev3) ([www.hse.gov.uk/pubns/edis1.pdf](http://www.hse.gov.uk/pubns/edis1.pdf))

3.2 If required under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations a form F2508 will be completed and sent to the HSE. Reports can be made on-line via the HSE website, only fatal and specified injuries can be reported by telephone.

3.3 The School Nurse / Medical Centre is responsible for maintaining an accurate record of all accidents that happen to pupils, staff, visitors and contractors at the school, or on school-led activities outside school. This will be by completing the accident book (usually detachable forms) when they attend the Medical centre for any occurrence requiring first aid.

3.4 Completed accident forms are forwarded to the Bursar, the Pastoral Deputy Head and the pupil's House Master / Mistress. The forms are to be kept for a minimum of 3 years and categorised (pupils, staff, visitors). The records should be kept in a locked filing cabinet in the School Medical Centre to ensure compliance with the Data Protection Act.

3.5 Accident reports will be considered at every meeting of the School Health and Safety Committee.

3.6 All accidents reportable by the school under RIDDOR will be investigated. This will normally be undertaken by the Bursar and may include the taking of witness statements, photographs and the production of a written report. All such reports will be reviewed by the School Senior Management team and the Health and Safety Committee.

3.7 For serious incidents the Bursar should consider obtaining legal advice at the outset of any investigation. Such support can be obtained by contacting ISBA.

3.8 The Bursar will contact the school insurer where any incident is felt likely to result in a claim.

3.9 The School Nurse is responsible for escorting pupils to hospital and for ensuring that Pastoral Staff are informed. They will ensure that the parents of the pupil are informed as soon as possible for anything other than a trivial injury.

## Legal Requirements & Education Standards

### References:

- A: Handbook for the Inspection of Schools - The Regulatory Requirements, Part 3 ([www.isi.net](http://www.isi.net))
- B: Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013) ([www.hse.gov.uk](http://www.hse.gov.uk))
- C: Incident reporting in schools ([www.hse.gov.uk/pubns/edis1.pdf](http://www.hse.gov.uk/pubns/edis1.pdf))
- D: Health and Safety at Work" Section H of the ISBA Model Staff Handbook (<http://members.theisba.org.uk/member-tools/reference-library/human-resources/staff-management/staff-handbook-section-h.aspx>)
- E: "Health and Safety and Welfare at Work" Chapter N of the ISBA Bursar's Guide ([http://members.theisba.org.uk/member-tools/reference-library/health-safety/management/bursars-guide-chapter-n-health-and-safety-and-welfare-at-work-\(dec-2008\).aspx](http://members.theisba.org.uk/member-tools/reference-library/health-safety/management/bursars-guide-chapter-n-health-and-safety-and-welfare-at-work-(dec-2008).aspx))
- F: "Insurance" Chapter K of the Bursar's Guide by HSBC Insurance Brokers Ltd ([http://members.theisba.org.uk/member-tools/reference-library/financial/insurance/bursars-guide-chapter-k-insurance-\(dec-2008\).aspx](http://members.theisba.org.uk/member-tools/reference-library/financial/insurance/bursars-guide-chapter-k-insurance-(dec-2008).aspx))

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## Administering Medication: Policy Guidance

### 1.1 Scope

This guidance is applicable to all employees and / or others who may administer medication at the school.

### 1.2 Objectives

To ensure that the school administers medicines in an appropriate manner by:-

- 1.2.1 Having authorised persons in place to administer the medication
- 1.2.2 Having contingency plan in place for issues which may arise from the administering of medication

### 1.3 Guidance

- 1.3.1 The Bursar and School Nurse will be responsible for the implementation and review of this guidance
- 1.3.2 All schools are recommended to adopt the guidance provided by the Department of Health titled "Managing Medicines in Schools and Early Years Settings". ([www.gov.uk/government/publications/managing-medicines-in-schools-and-early-years-setting](http://www.gov.uk/government/publications/managing-medicines-in-schools-and-early-years-setting))s or Medical Officers of Schools Association guidance titled "Administration of Medicines in Schools" ([www.mosa.org.uk](http://www.mosa.org.uk))
- 1.3.3 Under the Human Medicines (Amendment) (No.2) Regulations 2014 schools are allowed to buy salbutamol inhalers, without a prescription, for use in emergencies (in the event of an asthma attack). Schools should follow the guidance in Department of Health document "Guidance on the use of emergency salbutamol inhalers in schools".

## Legal Requirements & Education Standards

### References:

- A: Commentary on the Regulatory Requirements, Part 3 ([www.isi.net](http://www.isi.net))
- B: Health and Safety Executive, ([www.hse.gov.uk/campaigns/farmsafe.index.htm](http://www.hse.gov.uk/campaigns/farmsafe.index.htm))
- C: Health and Safety at Work" Section H of the ISBA Model Staff Handbook
- D: "Health and Safety and Welfare at Work" Chapter N of the ISBA Bursar's Guide
- E: "Insurance" Chapter K of the Bursar's Guide by HSBC Insurance Brokers Ltd
- F: Vaccines, diseases and immunisations ([www.immunisation.nhs.uk](http://www.immunisation.nhs.uk))
- G: Department for Health ([www.dh.gov.uk](http://www.dh.gov.uk))
- H: NHS Direct ([www.nhsdirect.nhs.uk](http://www.nhsdirect.nhs.uk))
- I: Department for Health Guidance on the use of emergency salbutamol inhalers in schools (March 2015)**

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## Asbestos: Policy Guidance

### 1.1 Scope

This guidance is applicable to all of those on school premises who may come into contact with asbestos.

### 1.2 Objectives

- 1.2.1 To ensure that foreseeable working activities where individuals have the potential to come into contact with asbestos are identified.
- 1.2.2 To ensure that suitable and sufficient risk assessments are in place where significant risks have been identified.
- 1.2.3 To ensure that suitable control measures are put in place to protect the health, safety and welfare of those who may be affected by the School's undertaking.
- 1.2.4 To ensure that an appropriate programme of recording the location of asbestos and monitoring it is in place and that the Control of Asbestos Regulations 2012 are complied with.

### 1.3 Guidance

- 1.3.1 The School will be the dutyholder as specified in the Control of Asbestos at Work Regulations 2012 ("CAW"). The Head Master/Mistress will have day to day responsibility for asbestos the management of which will be delegated to the Bursar.
- 1.3.2 It is the School policy that no employee or other person for whom the School is responsible should, so far as is reasonably practicable, be exposed to asbestos (except in the case of an approved asbestos surveyor or licensed removal contractor).
- 1.3.3 Where asbestos exists or is suspected in any of the School campus, an asbestos risk assessment will be conducted by specialist surveyors to identify asbestos containing materials. The Bursar will arrange for this to take place with assistance with the Maintenance Manager / Head Caretaker.
- 1.3.4 An asbestos register will be maintained for each property where the School is the Dutyholder showing the location, type and condition of the asbestos. The Bursar / Maintenance Manager / Head Caretaker will be responsible for the up keep of the register.
- 1.3.5 Details of the asbestos register will be made available to all occupants of the building and visiting contractors (as required).
- 1.3.6 Where asbestos exists, and risk assessments indicate a high asbestos hazard, warning signs will be displayed.
- 1.3.7 An asbestos management plan will be formulated [by an external competent person], in conjunction with the Bursar to either:-
  - (a) encapsulate any asbestos present and monitor its condition: or
  - (b) have the asbestos removed by a licensed contractor.
  - (c) the plan will specify:
    - i. who is responsible for managing the asbestos
    - ii. responsibility for the asbestos register

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- iii. the schedule for monitoring the condition of the materials
- iv. the associated channels of communication
- v. the Bursar will have responsibility for the management of the plan

- 1.3.8 Where any work is likely to involve contact with asbestos containing materials, the Bursar / Maintenance Engineer / Head Caretaker will appoint an HSE licensed contractor to undertake the works.
- 1.3.9 Where any refurbishment work is required in a building that contains asbestos, the School may need to commission a refurbishment and demolition survey which will give a more detailed understanding of the asbestos present in the building.
- 1.3.10 Where any School employees may undertake activities where asbestos could be disturbed, they will be provided with awareness training so that they understand the dangers and steps to take if they accidentally exposed.
- 1.3.11 Where an employee / contractor / pupil believe they have discovered asbestos they should contact the Bursar immediately so that appropriate action can be taken.
- 1.3.12 Detailed guidance is contained in the Department for Education document "Managing asbestos in your school or college" (October 2020)

### Legal Requirements & Education Standards

#### References:

- A: Commentary on The Regulatory Requirements, Section B Part 3 ([www.isi.net](http://www.isi.net))
- B: Control of Asbestos at Work Regulations 2012, Approved Code of Practice ([www.hse.gov.uk](http://www.hse.gov.uk))
- C: Health and Safety at Work" Section I of the ISBA Model Staff Handbook,
- D: "Health and Safety and Welfare at Work" Chapter N of the ISBA Bursar's Guide
- E: Guidelines for Environmental Design in Schools" DCSF Guidance ([www.gov.uk/dfes](http://www.gov.uk/dfes))
- F: Department for Education - Managing asbestos in your school or college, Oct 2020
- G: Managing asbestos in schools outside local authority control 2013/14 ([www.hse.gov.uk](http://www.hse.gov.uk))
- H: Asbestos management - checklist for schools ([www.hse.gov.uk](http://www.hse.gov.uk))

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## **CCTV Policy (Non ISBA Policy)**

The purpose of this policy is to regulate the management and operation of the Closed Circuit Television (CCTV) System at The School. It also serves as a notice and a guide to data subjects (including pupils, parents, staff, volunteers, visitors to the School and members of the public) regarding their rights in relation to personal data recorded via the CCTV system (the System).

- The System is administered and managed by the School, who act as the Data Controller. This policy will be subject to review from time to time, and should be read with reference to the School's Data Protection Policy / Privacy Notice.
- All fixed cameras are in plain sight on the School premises and the School does not routinely use CCTV for covert monitoring or monitoring of private property outside the School grounds.
- Camera locations on school premises are focused on the Lodge, Pre Prep and Woodlawn car parks. There are two cameras monitoring each location.
- The School's purposes of using the CCTV system are set out below and, having fully considered the privacy rights of individuals, the School believes these purposes are all in its legitimate interests. Data captured for the purposes below will not be used for any commercial purpose.

### **Objectives of the System**

To protect pupils, staff, volunteers, visitors and members of the public with regard to their personal safety.

To protect the School buildings and equipment, and the personal property of pupils, staff, volunteers, visitors and members of the public.

To support the police and community in preventing and detecting crime, and assist in the identification and apprehension of offenders.

To monitor the security and integrity of the School site and deliveries and arrivals including car parking.

To monitor staff and contractors when carrying out work duties.

To monitor and uphold discipline among pupils in line with the School Rules, which are available to parents and pupils on request.

### **Positioning**

Locations have been selected outside of the school, that the School reasonably believes require monitoring to address the stated objectives.

Adequate signage has been placed in prominent positions to inform staff and pupils that they are entering a monitored area, identifying the School as the Data Controller and giving contact details for further information regarding the system.

## **HEALTH & SAFETY POLICY**

No images will be captured from areas in which individuals would have a heightened expectation of privacy, including changing and washroom facilities.

No images of public spaces will be captured except to a limited extent at site entrances.

### **Maintenance**

The CCTV System will be operational 24 hours a day, every day of the year.

The Network Manager (defined below) will check and confirm that the System is properly recording and that cameras are functioning correctly, on a regular basis.

The System will be checked and (to the extent necessary) serviced no less than annually.

### **Supervision of the System**

Staff authorised by the School to conduct routine supervision of the System include the Bursar and school office staff, who have monitoring screens in their offices.

Images will be viewed and/or monitored in a suitably secure and private area to minimise the likelihood of or opportunity for access to unauthorised persons.

### **Storage of Data**

The day-to-day management of images will be the responsibility of the Network Manager, or such suitable person as the Network Manager shall appoint in his absence.

Images will be stored for 4 weeks, and automatically over-written unless the School considers it reasonably necessary for the pursuit of the objectives outlined above, or if lawfully required by an appropriate third party such as the police or local authority.

Where such data is retained, it will be retained in accordance with the Act and our Data Protection Policy. Information including the date, time and length of the recording, as well as the locations covered and groups or individuals recorded, will be recorded in the system log book.

### **Access to Images**

Access to stored CCTV images will only be given to authorised persons, under the supervision of the Network Manager, in pursuance of the above objectives (or if there is some other overriding and lawful reason to grant such access). Access can only be granted by the Bursar or Head.

Individuals also have the right to access personal data the School holds on them (please see the School's Privacy Notice and Data Protection Policy), including information held on the System, if it has been kept. The School will require specific details including at least to time, date and camera location before it can properly respond to any such requests. This right is subject to certain exemptions from access, including in some circumstances where others are identifiable.

The Bursar/Head must satisfy themselves of the identity of any person wishing to view stored images or access the system and the legitimacy of the request. The following are examples when the they may authorise access to CCTV images:

Where required to do so by the Police or some relevant statutory authority;

## HEALTH & SAFETY POLICY

To make a report regarding suspected criminal behaviour;

To enable the Designated Safeguarding Lead or his/her appointed deputy to examine behaviour which may give rise to any reasonable safeguarding concern;

To assist the School in establishing facts in cases of unacceptable pupil behaviour, in which case, the parents/guardian will be informed as part of the School's management of a particular incident;

To data subjects (or their legal representatives) pursuant to an access request under the Act and on the basis set out in 6.2 above;

To the School's insurance company where required in order to pursue a claim for damage done to insured property; or

In any other circumstances required under law or regulation.

Where images are disclosed under 6.3 above a record will be made in the system log book including the person viewing the images, the time of access, the reason for viewing the images, the details of images viewed and a crime incident number (if applicable).

Where images are provided to third parties under 6.3 above, wherever practicable steps will be taken to obscure images of non-relevant individuals.

### Other CCTV systems

The School does not own or manage third party CCTV systems, but may be provided by third parties with images of incidents where this in line with the objectives of the School's own CCTV policy and/or its School Rules.

### Complaints and queries

Any complaints or queries in relation to the School's CCTV system, or its use of CCTV, or requests for copies, should be referred to the Bursar.

For any other queries concerning the use of your personal data by the School, please see the School's applicable Privacy Notice.

Policy Review & Update Process	
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Sub-Committee responsible for review	Buildings, Health and Safety Committee
ISBA template policy?	Y
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**CCTV FOOTAGE ACCESS REQUEST**

The following information is required before the school can provide copies of or access to CCTV footage from which a person believes they may be identified.

Please note that CCTV footage may contain the information of others that needs to be protected, and that the school typically deletes CCTV recordings after a four week period.

Name and address: (Proof of ID may be required)	
Description of footage (including a description of yourself, clothing, activity etc.)	
Location of camera	
Date of footage sought	
Approximate time (give a range if necessary)	

Signature\* .....

Print Name.....

Date .....

Request approved by Head/Bursar

Signature\*

Date

**\* NB if requesting CCTV footage of a child under 12 / 13 / of preparatory school age, according to school policy, a person with parental responsibility should sign this form.**

## Competent Advice Provision: Policy Guidance

### 1 Scope

This guidance considers the provision of competent health & safety advice as appropriate to the activities undertaken by the school.

### 2 Objectives

- 2.1 To ensure that there is an adequate provision of competent advice for the school activities and campus.
- 2.2 To ensure that those with management responsibility are able to obtain advice for areas within their control.

### 3 Guidance

- 3.1 The Bursar is the School Safety Co-ordinator and will be responsible for the co-ordination of the competent advice provision
- 3.2 An external health and safety consultant is retained to report annually on the arrangements for health and safety in:
- lessons
  - support areas
  - public spaces
  - sports facilities
- 3.3 External consultants may also be used as follows:
- surveyors to give advice on the fabric of the school
  - engineers to advise, monitor and service plant and equipment (including boilers, lifts and pressure systems)
  - food hygiene professional to monitor, audit and take samples of catering facilities and activities
  - qualified electricians for all electrical systems work
  - Gas Safe registered engineers for work on gas boilers and appliances
  - engineers for lightning protection checks
  - asbestos consultants for sampling, updating registers and management action plans
  - consultant / contractor for risk assessment and sampling of water systems
  - consultants and contractors to undertake fire risk assessment and servicing of fire protection equipment
  - doctor providing medical advice
  - consultant to undertake an (annual) health and safety audit
- 3.4 Internal expertise will be used as appropriate and may include:
- Teaching area risk assessments (Head of Department)
  - Caretaking and Grounds activities (Bursar / Maintenance Engineer / Head Groundsman / Head Caretaker)

## HEALTH & SAFETY POLICY

- First Aid (Bursar / School Nurse)

### Legal Requirements & Education Standards,

#### References:

A: Handbook for the Inspection of Schools - The Regulatory Requirements, Part 3 ([www.isi.net](http://www.isi.net))

B: Management of Health and Safety at Work Regulations 1999 ([www.hse.gov.uk](http://www.hse.gov.uk))

C: ["Health and Safety at Work" Section H of the ISBA Model Staff Handbook,](#)

D: ["Health and Safety and Welfare at Work" Chapter N of the ISBA Bursar's Guide](#)

E: ["Insurance" Chapter K of the Bursar's Guide by HSBC Insurance Brokers Ltd](#)

F: Guidelines for Environmental Design in Schools" DCSF Guidance ([www.gov.uk/df](http://www.gov.uk/df))

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# Construction (Design and Management) Regulations (CDM): Policy Guidance

## 1.1 Scope

This guidance is applicable to all employees of and workers / contractors for the School who undertake construction activities. Construction work includes any construction, alteration, conversion, fitting out, commissioning, renovation, repair, redecoration, cleaning (pressure washing, sand blasting, using a corrosive / toxic substance), decommissioning, demolition and dismantling.

## 1.2 Objectives

To ensure that the School complies with the requirements of CDM and in particular to ensure that:-

### 1.2.1 Construction projects deliver structures which are:

- (a) Safely built
- (b) Safe to use
- (c) Safe to maintain

## 1.3 Guidance

### 1.3.1 The HSE document "Want construction work done safely? A quick guide for clients on the Construction (Design and Management) Regulations 2015 gives details of the process to follow ([www.hse.gov.uk/pubns/indg411.pdf](http://www.hse.gov.uk/pubns/indg411.pdf))

### 1.3.2 The School / Board of Governors will be the Client under CDM and on all construction projects will, so far as is reasonably practicable:

- (a) Appoint competent persons to the project team
- (b) Allow adequate time for the design, planning and construction work to be undertaken
- (c) Provide key information to the project team, including that regarding the site and existing structures
- (d) Put in place arrangements for communication, co-operation and general management of the project
- (e) Check that contractors have adequate welfare facilities in place before work starts on site
- (f) Liaise with designers so that workplaces are correctly designed

### 1.3.3 In addition, where projects are notifiable (work lasts longer than 30 construction days with more than 20 workers working at the same time or involves more than 500 person days of work) to the Health & Safety Executive, or have more than one contractor the School will:

- (a) Appoint a Principal Designer to plan, manage and co-ordinate the pre-construction phase
- (b) Appoint a Principal Contractor to plan, manage and co-ordinate construction work
- (c) Ensure that work does not start on-site until a suitable construction phase health & safety plan has been developed by the Principal Contractor
- (d) Keep up to date and make available to anyone who needs it, a health & safety file

### 1.3.4 The Bursar will have the responsibility for implementing this policy with support from the [Maintenance Engineer] as appropriate

## Legal Requirements & Education Standards

### References:

- A: Commentary on the Regulatory Requirements, Part 3 ([www.isi.net](http://www.isi.net))
- B: Construction (Design and Management) Regulations 2015([www.hse.gov.uk](http://www.hse.gov.uk))
- C: Health and Safety at Work" Section H of the ISBA Model Staff Handbook,
- D: "Health and Safety and Welfare at Work" Chapter N of the ISBA Bursar's Guide
- E: "Insurance" Chapter K of the Bursar's Guide by HSBC Insurance Brokers Ltd
- F: Guidelines for Environmental Design in Schools" DCSF Guidance ([www.gov.uk/dfe](http://www.gov.uk/dfe))
- G: Education Funding Agency "Fire risk during school maintenance or building works" (Nov 2016)

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Appendix 1

**Pre-construction client checklist**

		Tick	Person Responsible	Date
1.	Are you clear about your responsibilities?			
2.	Have you made your formal appointments?			
3.	Have you checked that the principal designer or designer has the capability and necessary skills, knowledge, training and experience to fulfil their duties?			
4.	Have you checked that the principal contractor or contractor has the capability and necessary skills, knowledge, training and experience to fulfil their duties?			
5.	Have you checked that the project team is adequately resourced?			
6.	Has a project or client brief been issued to the project team?			
7.	Has the project team been provided with information about the existing site or structure (pre-construction information)?			
8.	Has project-specific health and safety advice been sought?			
9.	Are suitable arrangements in place to manage health and safety throughout the project?			
10.	Has a schedule of the key activities for the project been produced?			
11.	Has sufficient time been allowed to complete the key activities?			
12.	Where required, has an online F10 notification form been adequately developed before work starts on site?			
13.	Have you checked that a construction phase plan has been adequately developed before work starts on site?			
14.	Are you satisfied that suitable welfare facilities have been provided before work starts on site?			
15.	Have you agreed the format and content of the health and safety file?			

## **Contractor Management: Policy Guidance**

### **1.1 Scope**

This guidance is applicable to all those with responsibility for selecting and appointing contractors to work for and on behalf of the school. There is separate policy guidance on construction projects where contractors will be employed and compliance with the Construction (Design and Management) Regulations is needed. The general points of this guidance will be applicable to such work.

### **1.2 Objectives**

1.2.1 To ensure that, so far as reasonably practicable, safety standards are complied with by contractors.

1.2.2 To ensure the health and safety of:

- (a) school employees
- (b) school pupils
- (c) contractors employees
- (d) sub-contractors
- (e) any other persons who may be affected by the work being undertaken

### **1.3 Guidance**

1.3.1 The Bursar / Maintenance Engineer will be responsible for the implementation of this policy.

1.3.2 The Bursar / Maintenance Engineer will check the health & safety competence of any contractor before appointment. The exact details may vary from case to case but will typically include:

- (a) how the contractor manages health & safety, e.g. policy, conducting risk assessments, access to competent advice
- (b) who has overall responsibility for health & safety
- (c) what training staff have had
- (d) has the contractor ever been prosecuted, served notices or investigated by an enforcing authority
- (e) provision of example risk assessments for the type of work you will be undertaking
- (f) details of any serious accidents in the last 3 years and record of any prosecutions
- (g) references for the type of work from previous clients

1.3.3 The Contractors representative ("contractor rep") will report to the person instructing the work ("school rep") and provide details of:

- (a) general description and scope of work
- (b) timescale for the work
- (c) areas affected
- (d) work methods, safe systems of work / risk assessment as applicable
- (e) any foreseeable hazardous operations
- (f) any hazardous materials or dangerous work practices

1.3.4 The School Rep will advise the Contractor Rep on:

- (a) premises emergency procedures including evacuation / assembly points
- (b) facilities available to the contractor
- (c) relevant operational rules and procedures, e.g. no-go areas, times of working
- (d) access arrangements
- (e) school activities which may affect the contractors work
- (f) documentation required by the school

## HEALTH & SAFETY POLICY

- (g) Information regarding the prevalence of radon gas
  - (h) Location of asbestos if relevant and will provide access to the asbestos register
- 1.3.5 Outside normal school hours work may be allowed by prior agreement with the School Rep.
- 1.3.6 The Contractor Rep will provide a list of all persons to be present on site (including sub-contractors) and if appropriate the arrangements for signing in and out of the site/permit to work arrangement.
- 1.3.7 The contractor will be required to:
- (a) ensure that work areas are safe
  - (b) ensure that work areas are tidy
  - (c) remove rubbish and redundant materials
- 1.3.8 Any hazardous works and use of machinery must comply with legislative requirements and be highlighted to the School Rep, this includes:
- (a) hot work
  - (b) excavations
  - (c) scaffolding
  - (d) overhead work
  - (e) use of flammable liquids
  - (f) work involving electricity
  - (g) work at height and involving lifting equipment
  - (h) any construction work
- 1.3.9 Any possible interference with alarm systems and emergency escape routes must be informed to the School Rep and suitable remedial arrangements agreed
- 1.3.10 The Contractor Rep will report any accidents to the School Rep.
- 1.3.11 The Contractor is responsible for the provision of their own first aid arrangements
- 1.3.12 Any discovery of suspected asbestos material must be reported to the School Rep immediately and work stopped.

## Legal Requirements & Education Standards

### References:

- A: Commentary on the Regulatory Requirements, Part 3 ([www.isi.net](http://www.isi.net))
- B: Health & Safety Executive, Using Contractors a brief guide ([www.hse.gov.uk/pubns/indg368.pdf](http://www.hse.gov.uk/pubns/indg368.pdf))
- C: Health and Safety at Work" Section H of the ISBA Model Staff Handbook,
- D: "Health and Safety and Welfare at Work" Chapter N of the ISBA Bursar's Guide
- E: "Insurance" Chapter K of the Bursar's Guide by HSBC Insurance Brokers Ltd
- F: Education Funding Agency "Fire risk during school maintenance or building works" (Nov 2016)

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ISBA template policy?	Y
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## **Control of Substances Hazardous to Health (Including Radioactive)(COSHH): Policy Guidance**

### **1 Scope**

This guidance is applicable to all employees of, workers for, and pupils of the school when using substances hazardous to health. (NB there is separate guidance on Radon Gas)

### **2 Objectives**

- 2.1 To ensure that foreseeable work activities using / generating hazardous substances are identified.
- 2.2 To ensure that suitable and sufficient risk assessments are in place where significant risks have been identified.
- 2.3 To ensure that suitable control measures are put in place to protect the health, safety and welfare of those who may be affected by activities at the school.

### **3 Guidance**

3.1 Heads of Department (including support departments) will be responsible for the management of hazardous substances within their areas of responsibility.

3.2 Hazardous substances include:

- Those classified as very toxic, toxic, harmful, irritant and corrosive
- Biological agents connected with work with micro-organisms
- Substantial quantities of any dust
- Substances with a maximum workplace exposure limit assigned by the Health & Safety Executive
- Radioactive substances
- Any other comparable substance, e.g. pesticides

3.3 Typical areas which will need to be considered are:

- Chemical usage in science laboratories and in cleaning, maintenance and grounds maintenance
- Biological agents, such as bacteria and micro-organisms
- Adhesives, paints, cleaning agents etc used in Art, D&T, drama, maintenance, cleaning and catering activities
- Fumes from soldering and welding in D&T, workshops & maintenance
- Wood dust from D&T, workshop and maintenance
- Pesticides in grounds maintenance, pest control
- Exposure to radioactive substances

3.4 Heads of Department will ensure that:

## HEALTH & SAFETY POLICY

- Where hazardous substances are used or stored on the school premises, a risk assessment will be undertaken and any required control measures will be implemented. An example template is given at appendix 1
- Quantities of substances stored will be kept to a minimum and an inventory of substances is maintained
- Material safety data sheets (MSDS) for each hazardous substance in use will be available at the point of use and the instructions for transportation, storage, handling and disposal will be followed.
- Those using hazardous substances are competent to do so and in particular where there are designated standards, e.g. use of pesticides
- Appropriate personal protective equipment will be available
- Hazard signs will be displayed at locations where substances are stored
- That pupils using hazardous substances are supervised at all times
- Any health surveillance requirements are identified and appropriate surveillance implemented
- Appropriate information, instruction and training, together with the keeping of records takes place
- Where any contractors are used, that suitable and sufficient risk assessments incorporate the use / generation of hazardous substances has been undertaken

3.5 Maintenance, examination and testing of control measures will be the responsibility of the Bursar / Maintenance Engineer / Head of Department. Such arrangements will cover:

- Fume cupboards
- Other local exhaust ventilation
- Respiratory protective equipment
- Other personal protective equipment, e.g. gloves, aprons, eye protection

3.6 Records will be kept by the Bursar / Maintenance Engineer / Head of Department and will include:

- Records of the thorough examination and testing of local exhaust ventilation equipment (undertaken at least every 14 months) for a period of 5 years
- Records of inspection of respiratory protective equipment for a period of 5 years
- Records of health surveillance and monitoring for 40 years in relation to individuals

3.7 The Head of Science / Physics is the School Radiation Protection Supervisor (RPS). They will:

- Have attended an appropriate course in radiological protection
- Prepare risk assessments on each activity that involves the use of ionising radiation
- Prepare rules for working with radioactive substances
- Notify the Health & Safety Executive that the School is a "user"
- Ensure that practical work is limited to
- Sealed sources



## HEALTH & SAFETY POLICY

- Specified Open source for half life demonstration
- Geological specimens
- Ensure that apparatus capable of generating x-rays operating at 5 kilowatts or more) other than cathode ray oscilloscopes, television receiving sets or visual display units) are not used
- Ensure that experiments on radiological sources are only undertaken by year 12 and 13 pupils under supervision
- Ensure that younger pupils are limited to watching teacher demonstrations
- Ensure that a strict regime is implemented for the storage and accounting of radioactive substances (including a locked steel box, with warning sign)
- Ensure that a user log is kept for removal and return of substances
- Ensure that any staff have received appropriate training
- Ensure that emergency procedures include arrangements for dealing with radioactive materials

## Legal Requirements & Education Standards

### References:

A: Handbook for the Inspection of Schools - The Regulatory Requirements, Section 3, Part 3 ([www.isi.net](http://www.isi.net))

B: COSHH and Radiation home pages ([www.hse.gov.uk](http://www.hse.gov.uk))

C: ["Health and Safety at Work" Section H of the ISBA Model Staff Handbook](#),

D: ["Health and Safety and Welfare at Work" Chapter N of the ISBA Bursar's Guide](#)

E: "Insurance" Chapter K of the ISBA Bursar's Guide

F: Guidelines for Environmental Design in Schools" DCSF Guidance ([www.gov.uk/df](http://www.gov.uk/df))

G: CLEAPSS ([www.cleapss.org.uk](http://www.cleapss.org.uk)), including hazards, training and " L93 Ionising Radiations and Radioactive Substances "


H: Pesticides home page ([www.hse.gov.uk](http://www.hse.gov.uk))

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ISBA template policy?	Y
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## Appendix 1: Model COSHH Assessment Sheet

Substance:	
Manufacturer/Supplier	
Hazardous Ingredient(s)	
How is the substance Hazardous?	
Where is the substance stored?	
How is the substance stored?	
Where is the substance used?	
What precautions should be taken?	

**HEALTH & SAFETY POLICY**

Emergency Procedures/ First Aid 	
Telephone number of School Nurse:	

To be completed by all staff who use this product:

I have been trained in the safe use of this product. I understand that I can obtain further information from [     ].

NAME	SIGNATURE	DATE

## Display Screen Equipment: Policy Guidance

### 1 Scope

This guidance is applicable to all those (employees and pupils) who use display screen equipment. Such equipment will include both laptops and desk mounted units.

### 2 Objectives

- 2.1 To ensure that those who regularly use display screen equipment are identified so that a suitable assessment may be undertaken.
- 2.2 To ensure, so far as is reasonably practicable, that the health and safety of users is not adversely affected by the use of Display Screen Equipment ("DSE").
- 2.3 To ensure that where required, ancillary equipment is provided.

### 3 Guidance for Staff

- 3.1 The Bursar is responsible for ensuring that DSE assessments are completed, remedial action implemented and the assessments reviewed as appropriate.
- 3.2 Members of staff who regularly use DSE should have their workstation assessed. Attached at Appendix 1 is a sample DSE self-assessment form which should be completed by all members of staff who use DSE.
- 3.3 The Bursar will ensure that a self-assessment has been completed for each member of staff and that any remedial action identified is implemented. Completed assessments will be kept by the Bursar. The self-assessments should be reviewed on an annual basis or when there has been a significant change in their work environment.
- 3.4 Members of staff who work at home will have a risk assessment undertaken by a person delegated by the Bursar unless it is not reasonably practicable in which event a self-assessment will be undertaken.
- 3.5 Where the assessment indicates a need for ancillary equipment this will be provided by the School. Equipment includes, but is not limited to :
  - specialist seating
  - footrests
  - anti-glare screens
  - wrist support
  - window blinds
  - specialist desk
- 3.6 Employees who may be suffering from ill health effects, which may be caused by or made worse by the use of DSE, should report these effects to the Bursar. Occupational health assessments may be required to be undertaken by users.
- 3.7 Where eye tests are requested by DSE users, these will be provided free of charge via an NHS Optometrist. Where a user provides evidence from an optician showing that they require spectacles for DSE work, then the cost of spectacles suitable for that purpose will be reimbursed by the School (up to a reasonable figure). Individuals may put this sum towards a pair of spectacles which may also be suitable for other purposes as long as these spectacles are made available for use at work.

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- 3.8 Eye tests should be undertaken every 2 years.
- 3.9 Guidance will be provided at induction on posture, simple exercises to help circulation and to combat fatigue and on the need to take regular, short breaks from the screen. It is recommended that HSE guidance INDG36 is issued to all users as part of their information, instruction and training;
- 3.10 IT technicians will be responsible for ensuring appropriate cable management where DSE is in use

### 4 Guidance for Pupils

- 4.1 Although schools are not required to undertake DSE assessments for pupils, it is recognised that they will use such equipment during the school day, leisure time and private study.
- 4.2 Pupils will be given guidance on the need for breaks, posture etc in line with that given to staff.
- 4.3 Designated workstations for pupils will be of a similar standard to those provided for staff.

## Legal Requirements & Education Standards

### References:

- A: Handbook for the Inspection of Schools - The Regulatory Requirements, Section B Part ([www.isi.net](http://www.isi.net))
- B: Health and Safety (Display Screen Equipment) Regulations 1992 ([www.hse.gov.uk](http://www.hse.gov.uk))
- C: ["Health and Safety at Work" Section I of the ISBA Model Staff Handbook,](#)
- D: ["Health and Safety and Welfare at Work" Chapter N of the ISBA Bursar's Guide](#)
- E: Guidelines for Environmental Design in Schools" DCSF Guidance ([www.gov.uk/df](http://www.gov.uk/df))

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Appendix 1: Display Screen Equipment Self-Assessment Form

Part 1 - Initial assessment of DSE work	
Person being assessed:	
Location:	
Issue	Y / N
Does the person: <ul style="list-style-type: none"> <li>• Depend on DSE to do their job; there is no alternative?</li> <li>• Need particular skills and training in the use of DSE to do the job?</li> <li>• Normally use DSE for spells of more than one hour?</li> <li>• Does the person normally use DSE daily?</li> <li>• Need fast transfer of information between themselves and the screen?</li> <li>• Require high levels of concentration, ie errors may be critical?</li> </ul>	
If most of the answers are yes, then the person will be considered to be a user, and a detailed assessment will now be completed using part 2 of this form. If most answers are no, then the person would not be classified as a user.	

Part 2 - Detailed assessment of DSE work	
The Display Screen	Y / N
1. Are screen characters well-defined and of adequate size and spacing?	
2. Are screen images flicker-free and stable?	
3. Can screen brightness and contrast be adjusted?	
4. Is the screen free from glare and reflection?	
5. Is the screen positioned correctly to enable comfortable use?	
6. Is a screen cleaning kit provided?	
The Keyboard	
7. Can the keyboard be tilted?	
8. Is the keyboard separate from the terminal?	
9. Does the keyboard have a non-reflective surface?	
10. Are the keyboard characters clearly defined?	
11. Are the keys comfortable to use?	
The work desk	
12. Is the work desk large enough for all the equipment?	

## HEALTH & SAFETY POLICY

13.	Are the surfaces non-reflective?	
14.	Is there a document holder available, if required by the user	
15.	Is there space in front of the keyboard to allow users to rest hands/wrists?	
The work chair		
16.	Is the work chair stable?	
17.	Can the chair be height-adjusted?	
18.	Can the backrest be adjusted for height and tilt, independently of seat height?	
19.	Can both feet be placed on the floor when in a comfortable working position?	
20.	Is a footrest available if required by the user?	

<b>Part 2 - Detailed assessment of DSE work</b>		
Environment		
21.	Is there sufficient space for comfortable handling of documents, telephone etc.?	
22.	Is the lighting adequate at the workstation?	
23.	Will lighting prevent excess contrast when the user looks away from the screen?	
24.	Is the temperature at the workstation comfortable?	
25.	Are heat levels emitted by the equipment under control?	
26.	Are noise levels at the workstation comfortable?	
27.	Is ventilation of the area adequate and comfortable?	
28.	Is the relative humidity comfortable? (no complaints of dry facial skin, sore eyes)	
Health		
29.	Is the identified user free of eyesight problems?	
30.	Has the identified user requested or been offered an eyesight test?	
31.	Does the user wear eye correction provided as a result of an eyesight test?	
32.	Are copies of the optometrist's eyesight reports and prescriptions held on file?	
33.	Is the user free of pains, pins and needles etc in neck, shoulder or upper limbs?	
34.	Is the user free of restricted joint movement, impaired grip or other disability?	
35.	Is the user free of fatigue or stress?	
Training, information and planning		
36.	Has the user received training in the use and set up of DSE?	

**HEALTH & SAFETY POLICY**

38.	Is there a written record of the identified users training and is it up to date?	
39.	Is work planned to include breaks to avoid excessive exposure to DSE work?	

**Part 3 - Corrective action (The following action should be taken to correct the problems identified above.)**

Comments and corrective action	Date Completed

**Assessors details**

Name of assessor:	
Issued to:	
Date of next review:	



## Educational Visits (Non-EYFS): Policy Guidance

### 1. EDUCATIONAL VISITS (NON-EYFS): POLICY GUIDANCE

#### 1.1 Scope

This guidance is applicable to all those involved in the organisation of educational visits for non EYFS pupils. It should be noted that there is no specific requirement to have an Educational Visits Co-ordinator ("EVC") but there must be a clear process for approving visits.

This guidance does not apply to routine visits. Such visits may involve no more than an everyday level of risk, such as slips and trips and should be covered by a school's current policies and procedures. They only need a little extra planning beyond the educational aspect of the trip. Government guidance indicates that they can be considered as lessons in a different classroom

#### 1.2 Objectives

To ensure that visits are well planned and significant risks are identified and managed

1.2.1 That there are contingency plans in place for changes in circumstances during a visit that are reasonably foreseeable

1.2.2 That those in charge of visits have the necessary competence to manage situations appropriately

#### 1.3 Guidance

1.3.1 The Education Visits Co-ordinator ("EVC") will be responsible for the implementation of this policy.

1.3.2 Learning outside the classroom environment is an essential part of our curriculum. Trips and visits include the following (non-exhaustive list):

- (a) day trips to historic sites, museums, galleries, natural features, farms, drama productions
- (b) language exchanges abroad
- (c) field trips, eg geography, history, art history
- (d) adventure activities, eg canoeing, climbing, trekking, horse riding, sailing
- (e) choir concert tours
- (f) sports teams and ski trips
- (g) Duke of Edinburgh Award programme
- (h) Combined Cadet Force ("CCF") activities, including weekend exercises, military camps

1.3.3 The school calendar will list the trips and visits that are due to take place over the coming academic year, together with planned home and away sports fixtures

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- 1.3.4 Parents will be notified in advance of:
- (a) selection of a child for a sports team where they will be given a list of fixtures
  - (b) a child attending a day out on a trip / visit, including details of any extra charge and details of visit duration
  - (c) planned trips and visits for year groups. Parents of pupils opting for trips will attend the school for a full briefing
- 1.3.5 Individual written consent will be obtained where pupils are taken on a trip or visit that:
- (a) extends beyond the normal school day
  - (b) involves an overnight stay
  - (c) collection from a different venue
  - (d) overseas visit
  - (e) extra cost to a parent
- 1.3.6 The completed and signed consent form will include details of how to contact a parent in the event of an emergency. The form must be returned to the school at least three days before the start of the trip
- 1.3.7 Parents are expected to support the school in ensuring that pupils follow instructions given by those in charge of the trip. Those in charge of the trip may send home early any pupil who declines to follow reasonable instructions
- 1.3.8 The EVC will:
- (a) support the Head Teacher in the process of approving visits
  - (b) ensure, as far as possible, they are spread through different age groups and the school year
  - (c) help staff involved with organising tours
  - (d) check parental consent forms
  - (e) keep records of previous visits, including details of accidents and incidents
- 1.3.9 All new staff will receive training on planning school visits as part of their induction
- 1.3.10 Every planned trip or visit will have a nominated Group Leader ("GL") who is responsible for organising and running. A deputy GL will also be nominated
- 1.3.11 The EVC will hold a briefing session for all those nominated as a GL, which will cover:
- (a) conducting risk assessments
  - (b) emergency procedures
  - (c) school insurance cover

- (d) budgeting for visits
  - (e) circumstances when a trip may be terminated
- 1.3.12 The GL will hold a valid first aid certificate or ensure that one of the accompanying teachers does
- 1.3.13 Where a school minibus is used, the driver must have the appropriate qualifications. Other than for short journeys (eg under 30 minutes duration) a second qualified driver should be present. The driver(s) will complete a drivers declaration form, which is retained by the EVC
- 1.3.14 Personal Liability
  - (a) The GL acts "in loco parentis". This means that they "have a duty under common law to take care of pupils in the same way that a prudent parent would do"
  - (b) The school as employer of the GL will support them in the unlikely event of an accident occurring provided they have exercised reasonable care and followed school guidelines
- 1.3.15 Insurance
  - (a) The school has Employers Liability Insurance of £xm and Public Liability Insurance of £xm.
  - (b) It also has a group travel policy that covers most visits in the UK and overseas, but does not cover adventurous / hazardous activities such as climbing or scuba diving.
  - (c) The EVC and / or GL should check with the Bursar when planning trips relating to hazardous / adventurous activities for the applicability of insurance and arrange for an extension where required
  - (d) The GL should ensure that they have a copy of the school travel insurance with them on the trip
  - (e) Travel involving staff using their own cars is discouraged. Where this is permitted, however, cover is provided through the schools "occasional business use" motor policy
- 1.3.16 Trips and visits planning
  - (a) The following list relates to planning for longer trips, the text in italics indicates that the action either may not be required or that the timescale may be shortened
  - (b) At least *two*/*ve* months in advance it is recommended that:
    - (i) assurance should be sought that suitability checks have been carried out for any staff or another organisation taking responsibility for the school's pupils on a site other than the school
    - (ii) obtain suitable advice from the EVC on suitable dates, previous experience and requirements etc

- (iii) discuss key elements of the visit, including purpose, location, transport, accommodation, activities, itinerary, number and age of participants
- (iv) calculate the staff to pupil ratio
- (v) prepare a draft itinerary
- (vi) decide the mode of transport for the whole journey
- (vii) prepare a costing for the visit, remembering to allow a contingency for delays and emergencies
- (viii) if an adventurous activity is involved, that the provider is licensed and individual instructors possess a recognised qualification (such as the Adventure Activities Licensing Authority)
- (ix) obtain relevant details from the intended Centre regarding acceptance of responsibility and copies of risk assessments before committing to the visit
- (x) prepare your own risk assessment
- (xi) find other members of staff who are willing to participate, remembering:
  - (1) male / female ratios
  - (2) language skills
  - (3) medical assistance
  - (4) nature of activities
- (xii) the school may permit parents and office staff to assist with day trips and sports fixtures
- (xiii) where parent volunteers participate arrange for enhanced **DBS** disclosure if they may have unsupervised responsibility for children
- (xiv) *check that the tour company / airline is ATOL / ABTA bonded so that cover is provided in the event of the bankruptcy of the provider*
- (xv) *undertake a reconnaissance visit to the location if the school has not visited it before, or a reference from another school where this is not possible*
- (xvi) *establish the minimum and maximum numbers for the visit to be viable*
- (xvii) *establish any visa and medical requirements*
- (xviii) *establish the cost of any deposits required both for travel and the activity provider and calculate the deposit required from participants*

- (xix) *check with the travel advice unit of the Foreign and Commonwealth Office depending on the location*
- (xx) prepare a written case for counter signing by the EVC and approval by the Head Teacher

1.3.17 Staff pupil ratios recommend by the DfE for off site activities are:

- (a) 1:6 for Years 1-3 inclusive (higher ratio for under 5's)
- (b) 1:10 for years 4-6
- (c) 1:15/20 for Years 7 upwards (with a larger ratio permitted for overs 16's)
- (d) 1:10 for all visits abroad

1.3.18 Risk Assessment

- (a) GL's are trained in undertaking risk assessment and how this relates to the visit trip or activity they are planning. The school adopts the model risk assessment from the DfE ([www.education.gov.uk](http://www.education.gov.uk)), which is downloadable and covers:
  - (i) identifying potential hazards of the location being visited
  - (ii) listing the groups of people that are at risk from significant hazards
  - (iii) listing control measures that are in place
  - (iv) allowance for hazards which may not yet be fully understood due to lack of information
  - (v) monitoring hazards during the visit
- (b) The GL should ask for copies of risk assessments at the planning stage from professionally operated licensed activity centres and tour operators. These will form part of the overall school risk assessment
- (c) Risk assessments from previous visits can be used as a starting point for a revised assessment, but they must never be adopted without checking for changes which may have occurred.
- (d) The EVC maintains a dossier of generic risk assessments relating to sports activities, regular school visits and theatre / museum visits

1.3.19 After permission for the trip has been granted (*at least 10 months in advance*)

- (a) Write a preliminary letter to send to parents and guardians of the target age group (which should be reviewed by the EVC), outlining:
  - (i) purpose of the trip
  - (ii) programme
  - (iii) expected maximum cost
  - (iv) process for expressions of interest and date by when deposit must be paid

- (v) parents briefing six weeks before departure
  - (vi) restrictions on numbers
  - (b) Brief pupils about the visit, its dates and purpose
  - (c) Check the names of all pupils wishing to participate with the Medical Centre. Discuss any requirements with the EVC (including those for special educational needs)
  - (d) Collect the payment for the trip and arrange for accounting procedures with the Bursar
  - (e) Arrange with the Bursar to pay any deposits on accommodation, travel, activity centre etc
  - (f) On exchange trips assign pupils to host families
- 1.3.20 AT least three months in advance
- (a) Finalise costs with the travel company
  - (b) Where possible check that all coaches are fitted with seat belts
  - (c) Confirm the cost for parents (including contingency provision)
  - (d) Inform parents of medical and visa requirements. Any non-British passport holders parents should be advised that it is their responsibility for ascertaining any visa requirements for their child
  - (e) Arrange with the Bursar for the parents to be billed for the balance of the cost of the trip / collect the balance of the money for the trip from pupils and pass to the Bursar for crediting to the trip account
  - (f) Arrange for the Bursar to pay the travel company /airline / hotel etc with the balance required
  - (g) Arrange for a school credit card to be issued for the duration of the trip
  - (h) Arrange via the Bursar for the loan of a school mobile phone, with pre-paid SIM for the country to be visited from an agreed date
  - (i) Brief pupils and ensure any specific advance requirements have been communicated
- 1.3.21 Six weeks in advance
- (a) Give the Bursar details of any foreign currency / travellers cheques etc and agree collection requirements (typically the GL will need to sign and produce relevant documentation at a bank or airport terminal)
  - (b) Arrange trip briefing with parents, which will cover:
    - (i) Itinerary, including meeting and collection points
    - (ii) contact details for hotels / hostels/ names and addresses of host families
    - (iii) the number of the school mobile phone issued to the GL

- (iv) kit, equipment, dress code of country and money requirements for pupils
- (v) expected rules of behaviour for the trip and the arrangements where such rules are not followed by pupils (including possibility of sending pupils home at parents expense). This includes, alcohol, tobacco etc usage
- (vi) arrangements for dealing with emergencies and informing parents of them
- (vii) arrangements for communicating with parents in the even of return from the trip being delayed
- (viii) the need to notify the school of contact with an infectious disease 4 weeks before travelling
- (ix) the reasons for why a consent form is essential
- (x) the need for a copy of each pupils passport
- (c) Send all parents a copy of the consent form (example appendix 1) and the return date
- (d) Arrange for any catering requirements with the catering department
- (e) Brief pupils on expected standards of behaviour and cultural differences
- (f) Book travelling first aid kit from the Medical Centre

1.3.22 Two weeks in advance

- (a) Chase parents who have not returned their consent forms, pointing out that their child will not be able to participate unless the form is received 3 working days before departure
- (b) Obtain copies of each pupils passport
- (c) Check all travel tickets and store in the school safe
- (d) If collecting currency / travellers cheques etc arrange for storage with the Bursar in the school safe and make a note of any serial numbers etc
- (e) Sign for school credit card and store in school safe
- (f) Meet with accompanying staff members to discuss all practical arrangements for the trip and roles and responsibilities
- (g) Prepare packs for the School Office and each member of staff containing:
  - (i) the itinerary, with all addresses of locations during the trip etc
  - (ii) The GL mobile number
  - (iii) mobile numbers of participating staff
  - (iv) a list of pupils with parental contact details and medical conditions

- (v) copies of all passports and travel documents
- (vi) emergency contact numbers for the Head Teacher, EVC, designated member of staff on-call
- (vii) out of hours contact numbers for school security
- (viii) address and contact details of nearest British Consul
- (ix) on exchanges contact details / addresses for schools and host families
- (x) copy of travel tickets and insurance documents
- (xi) copy of the trip risk assessment
- (xii) location of nearest hospital
- (xiii) copies of serial numbers of travellers cheques

### 1.3.23 Day prior to departure / day of departure

- (a) Collect tickets, foreign currency, travellers cheques etc from the safe
- (b) Give trip information packs to nominated persons
- (c) Give each pupil the names, addresses and phone numbers of their accommodation
- (d) Remind pupils about expected standards of behaviour and sanctions if not followed
- (e) Remind pupils to bring passports and ask to see a copy
- (f) Collect travelling first aid kit (check contents)
- (g) Collect school mobile phone and charger
- (h) Collect any catering provisions

### 1.3.24 During the visit or activity

- (a) Primary responsibility for the safe conduct of the visit rests with the GL. They have sole responsibility for amending the itinerary in the event of unforeseen delay or sudden deterioration in weather conditions. They will liaise with the partner school in the event of difficulties between a pupil and their host family. They may delegate part or all of the responsibility for the following to one or more of the accompanying staff:
  - (i) Carrying out a head count on getting on and off each form of transport, entering or leaving a museum, restaurant, activity centre, hotel etc
  - (ii) Carrying out a head count on getting on and off each form of transport, entering or leaving a museum, restaurant, activity centre, hotel etc.
  - (iii) Checking that all pupils wear their seat belts



- (iv) Checking the fire exits and escape routes at each hotel or hostel. Ensuring that every pupil walks through the emergency escape route at each hotel.
- (v) Ensuring that sleeping accommodation is suitable and located together (preferably not on the ground floor).
- (vi) Setting times for pupils to be in their rooms at night. Conducting checks (using the other staff).
- (vii) Ask all pupils to write their mobile numbers on a sheet of paper. Give all pupils the number of the school's mobile if they are going to be allowed out in small, unsupervised groups
- (viii) Setting agreed times and locations for checking pupils when they work or are allowed out unsupervised in small groups.
- (ix) Enforcing expected standards of behavior
- (x) Looking after (or reminding pupils to look after) passports and valuables
- (xi) Storing cash, travelers cheques and tickets in the hotel safe
- (xii) Keeping an account of all expenditure
- (xiii) Recording all accidents and near misses

### 1.3.25 Illness or minor accidents

- (a) If a pupil has a minor accident or becomes ill, the GL, or another member of staff, will take him/her to the local hospital or clinic. If the trip is outside the UK, he/she will notify the insurers on their helpline to arrange (where possible) for the medical bill to be sent directly to the insurance company for settlement. If the accident is more serious (such as a broken leg when skiing), the school's medical insurers may arrange for the pupil, accompanied by a member of staff to be repatriated to the UK. The GL will phone the pupil's parents if their child has suffered an accident or injury that is serious enough to require medical treatment – as opposed to minor cuts and bruises.

### 1.3.26 Emergency procedures

- (a) In the event of a serious accident resulting in the death or injury of one or more of the pupils and staff, the GL first priority is to summon the emergency services and to arrange for medical attention for the injured party. One of the accompanying members of staff should accompany the injured pupil(s) to hospital.
- (b) After ensuring that the rest of the group are safe and looked after, the GL will:
  - (i) inform the Head Teacher or on-call member of the SMT of what had.
  - (ii) where the full facts have not yet emerged, they should say so and ensure that follow-up communications with the Head Teacher are maintained.

(iii) arrange for the school's insurers to be contacted as quickly as possible, together with the British Consul, if the accident happened overseas.

(iv) a full record should be kept of the incident, the injuries and of the actions taken.

(c) Where appropriate the school communications plan will be implemented

(d) Where possible, communication with the media should be left to the Head Teacher. The GL will refer the media to the school. If comment is unavoidable, it should be factual, calm and no attempt should be made to cover gaps in knowledge. Pupils should be discouraged from talking to the media.

### 1.3.27 Delayed return

(a) If the return from a visit is delayed, the GL will phone the school office, or the Duty Security Officer (out of school hours), who will in turn phone all the parents on their contact numbers to alert them to the delay and the revised time of arrival.

### 1.3.28 On Return

(a) The GL will provide the EVC with a report on the visit.

(b) The GL will return all school property (together with a report of any lost or damaged property).

(c) The GL will instruct all pupils to delete their records of the school mobile and of any staff mobiles.

(d) The GL will remind all staff to delete any records of pupils' mobile numbers that they may have acquired during the visit

(e) The GL will return any unused cash or travelers' cheques to the Bursar. The pre-paid foreign currency card and the school credit card should be returned together with all related transaction vouchers.

(f) The GL will produce a schedule of all expenditure on the trip. Unused balances will be returned to the parents by way of credits shown on the next school bill

### 1.3.29 Report for Governors

(a) The Head Teachers termly report to the Governors will contain a synopsis of all the school trips and visits that have taken place since the last visit. The EVC, who prepares this report, will invite the GL to draft a short report

**HEALTH & SAFETY POLICY**

Legal Requirements & Education Standards,

References:

A: ISI Commentary on the Regulatory Requirements, Section B Part 3 ([www.isi.net](http://www.isi.net))  
 B: Social Care Common Inspection Framework ([www.gov.uk](http://www.gov.uk))  
 C: "Health and Safety at Work" Section H of the ISBA Model Staff Handbook,  
 D: "Health and Safety and Welfare at Work" Chapter N of the ISBA Bursar's Guide  
 E: "Insurance" Chapter K of the ISBA Bursar's Guide  
 F: "Good Practice in Adventure Activities within the Education Sector" Adventure Activities Licensing Authority (AALA)  
 G: Health & Safety on Educational Excursions, Scottish Government ([www.gov.scot.uk](http://www.gov.scot.uk))  
 H: Health & Safety Executive, School trips and outdoor learning activities home page ([www.hse.gov.uk](http://www.hse.gov.uk))  
 I: Institute for Outdoor Learning good practice ([www.outdoor-learning.org](http://www.outdoor-learning.org))  
 J: Health and safety on Educational visits DfE Nov 2028 ([www.gov.uk](http://www.gov.uk))  
 K: Outdoor Educational Advisers Panel National Guidance and Good Practice ([oeapng.info](http://oeapng.info))  
 L: Council for Learning Outside the Classroom (LOtC) ([lotc.org.uk](http://lotc.org.uk))

<b>Policy Review &amp; Update Process</b>	
Member(s) of SLT responsible for update	Bursar
Sub-Committee responsible for review	Buildings, Health and Safety Committee
ISBA template policy?	Y
Last Updated	<b>Please see Page 1</b>

## EDUCATIONAL VISITS EYFS: POLICY GUIDANCE

### 1. EDUCATIONAL VISITS EYFS : POLICY GUIDANCE

#### 1.1 Scope

This guidance is applicable to all those involved in the organisation of educational visits for EYFS pupils. . It should be noted that there is no specific requirement to have an Education Visits Co-ordinator ("EVC") but there must be a clear process for approving visits.

#### 1.2 Objectives

- 1.2.1 To ensure that visits are well planned and significant risks are identified and managed
- 1.2.2 That there are contingency plans in place for changes in circumstances during a visit that are reasonably foreseeable
- 1.2.3 That there are those in charge of visits have the necessary competence to manage situations appropriately
- 1.2.4 That the requirements of the Early Years Foundation Stages (EYFS) Checklist and Monitoring Reference for Inspectors are met.

#### 1.3 Guidance

- 1.3.1 The Education Visits Co-ordinator ("EVC") will be responsible for the implementation of this policy (note this role may be taken by the Head of the Pre-Prep School)
- 1.3.2 Learning outside the classroom environment is an essential part of our curriculum. Trips and visits usually last no more than half a day and may include visits to wildlife & nature activities, museums, external carol services and theatres. Pupils are not taken on overnight or foreign visits.
- 1.3.3 The EVC / Head of Pre-Prep School will review and prepare paperwork, including:
  - (a) risk assessments
  - (b) budgeting
  - (c) permission slips
  - (d) reports of previous visits
- 1.3.4 Parents will be notified in advance of:
  - (a) a child attending a day out on a trip / visit, including details of any extra charge and details of visit duration
  - (b) planned trips and visits for year groups.
- 1.3.5 Individual written consent will be obtained where pupils are taken on a trip or visits off site which last more than one hour and / or transportation.
- 1.3.6 The completed and signed consent form will include details of how to contact a parent in the event of an emergency. The form must be returned to the school at least three days before the start of the trip

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- 1.3.7 Where outings involve walking for no more than an hour to local landmarks etc, parents will be notified via a newsletter and their child's homework diary. Parents will be asked for permission once a term for such visits.
- 1.3.8 The teacher in charge will take a first aid kit with the, a list of emergency contact numbers and a mobile phone. Bottled water will also be taken on longer visits. Where possible one member of staff will be first aid trained.
- 1.3.9 Where a school minibus is used, the driver must have the appropriate qualifications. For any journey that involves nursery children a second qualified driver should be present. The driver(s) will complete a drivers declaration form, which is retained by the EVC
- 1.3.10 Small coaches are sometimes hired from known local firms. All drivers are on a list of named drivers and have been DBS checked and carry a mobile phone. When hire arrangements are confirmed, the teacher in charge will are for the drivers name, mobile phone number, vehicle registration and a copy of the vehicle insurance policy. The only vehicles booked have front facing seats fitted with seat belts.
- 1.3.11 Personal Liability
- (a) Staff in charge of pupils act "in loco parentis". This means that they "have a duty under common law to take care of pupils in the same way that a prudent parent would do"
  - (b) The school as employer of the staff will support them in the unlikely event of an accident occurring provided they have exercised reasonable care and followed school guidelines
- 1.3.12 Insurance
- (a) The school has Employers Liability Insurance of £xm and Public Liability Insurance of £xm.
  - (b) It also has a group travel policy that covers any visits made by the Nursery.
  - (c) Travel involving staff using their own cars is discouraged. Where this is permitted, however, cover is provided through the schools "occasional business use" motor policy. Nursery children can only be transported in private cars that are fitted with special child seats, which may be available from the school.
- 1.3.13 Visits planning
- (a) Each visit will have its own risk assessment, which must be reviewed before a repeat visit is made.
  - (b) The Teacher in charge will:
    - (i) fix visit dates six months in advance where parent volunteers, staff from other parts of the school may be required
    - (ii) visits where the following are applicable should be organised a term in advance:
      - (1) involves additional cost for parents
      - (2) needs to be booked in advance

- (3) needs transport to be arranged
  - (iii) invite expressions of interest from parents and indicate the cost
  - (iv) the Head of the Pre-Prep School and the Medical Centre consulted about any special and medical needs of pupils, obtaining specialist advice where necessary
  - (v) inform the Bursar where tickets and transport need to be arranged
  - (vi) ask the Bursar to carry out DBS checks and references for any volunteers that are to be on the visit
- (c) Once month in advance
- (i) parental consent forms (appendix 1) should be sent out with a specified return date
  - (ii) if necessary, cheques collected and sent to the Bursar
  - (iii) book the travelling first aid kit from the Medical Centre
  - (iv) book a mobile phone from the IT department
  - (v) finalise all bookings
  - (vi) finalise the risk assessment and get it approved by the EVC
  - (vii) advise parents of the need for special clothing, sun cream, hats, waterproof clothing, wellington boots etc
- (d) Two weeks in advance
- (i) chase any remaining consent forms from parents, reminding them that their child cannot participate if it is not received within 3 days of intended departure
  - (ii) store tickets in school safe
  - (iii) meet with other staff & volunteers taking part in the visit to discuss responsibilities, risk assessment and emergency arrangements
  - (iv) prepare a pack for the accompanying staff, EVC, and other relevant parties, which will consist of:
    - (1) the itinerary, with all addresses of locations during the trip, phone numbers etc
    - (2) The Teacher in charge
    - (3) mobile numbers of participating staff
    - (4) a list of pupils with parental contact details and medical conditions
    - (5) emergency contact numbers for the Head Teacher, EVC, designated member of staff on-call

- (6) out of hours contact numbers for school security
  - (7) name of the driver, registration number of the vehicle, vehicle insurance certificate and drivers mobile phone number
  - (8) copy of the trip risk assessment
  - (9) location of nearest hospital
  - (10) that bottled water is available from the catering department
- (e) Day prior to departure / day of departure
- (i) remind the children of the purpose of the trip and expected standards of behaviour
  - (ii) give information packs out
  - (iii) collect the travelling first aid kit and check contents
  - (iv) collect school mobile phone
  - (v) collect bottled water
  - (vi) check that driver and vehicle match the details previously given by travel company
- (f) During the visit
- (i) primary responsibility lies with the Teacher in charge, who can amend arrangements or cancel the visit if appropriate. They may delegate tasks in necessary, including:
    - (1) carrying out and recording of head counts of children, leaving school, getting on / off transport, entering or leaving a location etc
    - (2) checking that pupils wear seat belts
    - (3) enforcing expected standards of behaviour
    - (4) keeping account of expenditure
    - (5) recording accidents and near misses
    - (6) to pupil ratio
- 1.3.14 Staff pupil ratios recommend by the DfE for off site activities are 1:8 although a lower ratio is often adopted. There is always one teacher present, who will be designated the Teacher in charge. Teaching Assistants will normally be present and often so will parents / volunteers (all of whom will have been DBS checked). All teachers and assistants will hold a level three statutory qualification, as defined by the DfE Teaching Agency
- 1.3.15 Illness or minor accidents

- (a) If a pupil has a minor accident or becomes ill, the Teacher in charge, or another member of staff, will phone the parents emergency contact number and arrange for the child to be collected. If contact can't be made, the child will be taken to the local hospital or if a minor event, to the School Medical Centre. A member of staff will remain with the child until a parent or carer arrives.

### 1.3.16 Emergency procedures

- (a) In the event of a serious accident resulting in the death or injury of one or more of the pupils and staff, the Teacher in charge first priority is to summon the emergency services and to arrange for medical attention for the injured party. One of the accompanying members of staff should accompany the injured pupil(s) to hospital and remain until a parent arrives.
- (b) After ensuring that the rest of the group are safe and looked after, the Teacher in charge will:
  - (i) inform the Head of Pre-Prep School or EVC of what had happened.
  - (ii) where the full facts have not yet emerged, they should say so and ensure that follow-up communications with the Head are maintained.
  - (iii) arrange for the school's insurers to be contacted as quickly as possible
  - (iv) a full record should be kept of the incident, the injuries and of the actions taken.
- (c) Where appropriate the school communications plan will be implemented
- (d) Where possible, communication with the media should be left to the Head. The Teacher in charge will refer the media to the school. If comment is unavoidable, it should be factual, calm and no attempt should be made to cover gaps in knowledge.

### 1.3.17 Missing Child

- (a) In the event that a child goes missing we follow our missing child policy (available on the school website)

### 1.3.18 Delayed return

- (a) If the return from a visit is delayed, the Teacher in charge will phone the school office, or the Duty Security Officer (out of school hours), who will in turn phone all the parents on their contact numbers to alert them to the delay and the revised time of arrival.

### 1.3.19 On Return, the Teacher in charge will:

- (a) provide the EVC with a report on the visit.
- (b) return all school property [together with a report of any lost or damaged property).



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- (c) The GL will produce a schedule of all expenditure on the trip. Unused balances will be returned to the parents by way of credits shown on the next school bill

### 1.3.20 Report for Governors

- (a) The Head of Pre-Prep School's termly report to the Governors will contain a synopsis of all the school trips and visits that have taken place since the last visit. The EVC, who prepares this report, will invite the GL to draft a short report

#### Legal Requirements & Education Standards,

#### References:

- A: ISI Commentary on the Regulatory Requirements, Section B Part 3 ([www.isi.net](http://www.isi.net))  
 B: Social Care Common Inspection Framework ([www.gov.uk](http://www.gov.uk))  
 C: Health and Safety at Work” Section H of the ISBA Model Staff Handbook,  
 D: “Health and Safety and Welfare at Work” Chapter N of the ISBA Bursar’s Guide  
 E: “Insurance” Chapter K of the ISBA Bursar’s Guide  
 F: Statutory Framework for the Early Years Foundation Stage ([www.gov.uk](http://www.gov.uk))  
 G: Going out there, Health and Safety guidance on leaving the school grounds, Scottish Government ([education.gov.scot](http://education.gov.scot))  
 H: Health & Safety Executive, School trips and outdoor learning activities home page ([www.hse.gov.uk](http://www.hse.gov.uk))  
 I: Outdoor Education Advisers Panel National Guidance ([oeapng.info](http://oeapng.info))  
 J: Council for Learning Outside the Classroom (LOtC) ([lotcqualitybadge.org.uk](http://lotcqualitybadge.org.uk))  
 K: Health and safety on educational visits ([www.gov.uk](http://www.gov.uk)) November 2018

Policy Review & Update Process	
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## Electrical Safety: Policy Guidance

### 1 Scope

This guidance is applicable to all employees of and workers / contractors for the School who undertake activities associated with electrical systems and equipment.

### 2 Objectives

To ensure that the school complies with the requirements of the Electricity at Work Regulations 1989 and in particular to ensure that:-

- 2.1 Action is taken on the discovering of defects;
- 2.2 Systems are in place for the inspection and repair of electrical installations and equipment;
- 2.3 Inspection and test certificates are held as required.

### 3 Guidance

- 3.1 The School will appoint a person [Bursar/Maintenance Engineer / Head Caretaker] to act as the responsible person for ensuring systems comply with the scope of the Electricity at Work Regulations 1989 and will keep records of all electrical installations and equipment, electrical checks and the electrical testing equipment operated by the School.
- 3.2 The School requires that electrical repairs are only to be undertaken by competent people appointed on the authority of the responsible person. Competent persons will be qualified electricians or in the case of visual inspections, have received basic electrical safety training. ICT, Science, D&T, Art and Drama Technicians, Catering Manger, Head Groundsman, Head Caretaker and Maintenance Engineer have been trained to undertake visual inspections of portable equipment.
- 3.3 An electrical inspection checklist is at Appendix 1 to this guidance
- 3.4 All electrical control panels and switch rooms will be kept secure and display electrical hazard signs.
- 3.5 Where simple maintenance tasks, such as lamp changing, are to be carried out by school maintenance staff, that those employees have received adequate training in that task.
- 3.6 The fixed wiring at the School will be examined on a 5 yearly basis in line with the IEE Regulations by a competent person (note that the works can be completed over a 5 year period on a 20% basis).
- 3.7 All portable electrical appliances issued for use by the School will be regularly [annually] inspected and where required, PAT tested, as advised in IND (G) 236. PAT testing will be undertaken by an individual from the Maintenance Department who has obtained the relevant City and Guilds or equivalent qualification.
- 3.8 The current test date will be displayed on each portable appliance.

## HEALTH & SAFETY POLICY

- 3.9 Records of any fixed system and portable appliance work will be kept by the Bursar / Maintenance Department. This will include repairs, servicing, maintenance or withdrawal from use.
- 3.10 Users of electrical equipment should visually check for defects before use.
- 3.11 Privately owned electrical appliances will not be permitted to be used on school premises unless confirmed as electrically safe. Parents should be requested to co-operate with the school in the inspection and testing of electrical equipment which pupils bring to the school
- 3.12 Contract cleaners are to provide written evidence that their portable appliances are PAT tested.

## Legal Requirements & Education Standards,

### References:

A: Handbook for the Inspection of Schools - The Regulatory Requirements, Section B Part 3 ([www.isi.net](http://www.isi.net))

B: Health and Safety Executive Electricity Homepage ([www.hse.gov.uk](http://www.hse.gov.uk))

C: ["Health and Safety at Work" Section I of the ISBA Model Staff Handbook](#),

D: ["Health and Safety and Welfare at Work" Chapter N of the ISBA Bursar's Guide](#)

E: Guidelines for Environmental Design in Schools" DCSF Guidance ([www.gov.uk/df](http://www.gov.uk/df))

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## Appendix 1: Electrical Inspection Checklist

- Plug sockets are not over-loaded by multi-way adaptors
- Cables do not cause a trip hazard
- Unprotected cables do not run under carpets
- Cups, plants and other items are not kept routinely where they can spill onto electrical equipment
- Equipment is not positioned in such a way as to cause strain on the cable
- Equipment is not operated with its cover removed
- There is no visible damage to the equipment, cable or the plug
- There are no non-standard joints (such as taped joints)
- Plug covers are in place
- Correct fuses are fitted
- There is no sign of over-heating
- There is no sign of damage to the wall socket.
- Ventilation is adequate to prevent over-heating
- All appliances can be easily switched off

## **Electromagnetic Fields (EMF): Policy Guidance**

### **1.1 Scope**

This guidance is applicable to all employees of and workers / contractors for the School who undertake work involving exposure to EMF's.

### **1.2 Objectives**

To ensure that the School complies with the requirements of the Control of Electromagnetic Fields at Work Regulations 2016 and in particular to ensure that individuals are not subject to harmful levels of exposure:-

### **1.3 Guidance**

1.3.1 The HSE document "Electromagnetic fields at work", HSG 281 gives guidance on employers' duties. ([www.hse.gov.uk/pubns/hsg281.htm](http://www.hse.gov.uk/pubns/hsg281.htm))

1.3.2 Heads of Department (including support departments) will be responsible for the management of sources of EMF's within their areas of responsibility.

1.3.3 Heads of Department will ensure that:

- (a) sources of EMF' s are identified
- (b) exposure to EMF' s is assessed
- (c) decide what, if anything, is needed to ensure that the risk from EMF's is below Exposure limit values
- (d) provide information and training to those likely to be affected by exposure to EMF's
- (e) provide health surveillance and/or medical examinations as appropriate

## **Legal Requirements & Education Standards**

### **References:**

A: Handbook for the Inspection of Schools - The Regulatory Requirements, Section B Part 3 ([www.isi.net](http://www.isi.net))

B: HSG 281 Electromagnetic Fields at work ([www.hse.gov.uk](http://www.hse.gov.uk))

C: "Health and Safety at Work" Section H of the ISBA Model Staff Handbook

D: "Health and Safety and Welfare at Work" Chapter N of the ISBA Bursar's Guide

E: "Insurance" Chapter K of the ISBA Bursar's Guide

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## Emergency Situations: Policy Guidance

### 1 Scope

This guidance is applicable to all those involved in responding to and responsible for the management of emergency situations at the school.

### 2 Objectives

- 2.1 To ensure that the school can respond effectively to an emergency situation
- 2.2 To enable procedures to be developed for typical foreseeable emergency situations
- 2.3 To protect the health & safety of those who may be affected by emergency events

### 3 Guidance

- 3.1 The Head Teacher will be responsible for the implementation of this policy.
- 3.2 Emergency situations include, but are not limited to:
  - serious injury to a pupil or member of staff, e.g. transport accident
  - significant damage to school property, e.g. fire
  - criminal activity, e.g. bomb threat
  - severe weather, e.g. flooding
  - public health incidents
  - effects of disaster in a local community
- 3.3 The planning process for emergencies will involve:
  - risk assessment
  - planning
  - training
  - exercising
  - reviewing
- 3.4 Emergency plan distribution
  - All staff and governors should have a copy of the plan which can be referred to both during and outside of school hours.
  - It may be appropriate to provide the plan to third parties, such as the emergency services
    - The plan (hard copy and electronic) should be on a controlled distribution list and should be kept secure as it will contain sensitive information.
  - The plan should be regularly reviewed
  - It may be useful to have a summary of the plan for staff which can be easily carried about.
- 3.5 Grab bags

It is recommended that a number of bags are available which may contain the following items:

- first aid kit
- torches
- two-way radios
- batteries
- whistle
- loud hailer
- disposable camera
- high visibility jmatronackets
- blankets
- gloves
- wellington boots
- log books
- stationery
- petty cash
- copy of emergency plan
- the grab bag(s) should be checked annually and be easily accessible

### 3.6 Risk assessment

This should take account of the particular vulnerability of the school and the surrounding community, which may include:

- location of chemical storage
- nearby watercourses that flood
- location and experience of severe weather
- remoteness of location from emergency services
- size of school community
- those with disabilities and special needs

### 3.7 Planning

- Contact details should be maintained for all those who may need to be communicated with, which may include:
  - staff
  - governors
  - pupils
  - parents / carers
  - emergency services
  - local authority
  - local media, e.g. radio stations
- Remember to include alternative contact methods
- When the plan is activated, the priority is to safeguard those on-site and alert the emergency services if necessary. An incident log should be maintained.

### 3.8 Roles & Responsibilities

- The Head Teacher will take overall responsibility for co-ordinating the response to an emergency and will be supported by a School Emergency Management Team ("SEMT")
- The composition of the SEMT will typically be:



- site managers / caretakers
- business managers / bursars
- teachers
- office staff
- The SEMT will deliver, so far as reasonably practicable:
  - overall co-ordination of the response
  - business continuity
  - communications
  - log-keeping
  - media management
  - necessary resources
  - welfare facilities
- SEMT members should be easily identifiable during an emergency, e.g. wearing arm band or high visibility clothing
- The SEMT should meet at a pre-designated frequency during the emergency
- The duration of an emergency should be remembered, and the need to relieve SEMT members
- Staff on an educational trip may wish to take a copy of the emergency plan and a grab bag.
- When visiting abroad details of the trip may be provided to the Foreign & Commonwealth Office.

### 3.9 Post Incident support

- It is important to remember that a traumatic event can have a significant impact. This may manifest itself in:
  - sleep disturbance
  - recurrent dreams
  - disturbing images and memories of the event
  - impairment of memory
  - feelings of guilt
  - difficulty in concentrating
  - reduced interest in significant activities
  - avoidance of activities similar to the emergency event
- Those who could be affected include:
  - the injured
  - those uninjured but at risk
  - witnesses
  - related to / friends of those involved
  - those who blame themselves or who are blamed by others
  - pre-existing behavioural difficulties
  - previously suffered bereavement or loss
  - witness a similar incident before
- It should be recognised that support from educational professionals trained in psychological debriefing, critical incident stress management, bereavement counselling and trauma management may be needed to address:
  - short and long term support arrangements
  - guidance on the grieving process
  - identifying particularly vulnerable individuals

- organisations that can provide assistance

### 3.10 Business Continuity

- Critical services need to be maintained during an emergency, these include:
  - utility supply
  - key suppliers
  - access to premises
  - key personnel
  - access to telecommunications
  - IT systems
- Paper based records which could easily be destroyed by flood or fire, consider:
  - storage of essential documentation in a fireproof safe
  - making copies of important documentation and storing off-site
  - scanning important records and storing electronically
  - having details of specialist in document salvage / restoration as part of your plan
- There should be a disaster recovery plan in place for the school, which has back up arrangements in place.
- Remember not to be too reliant on any one supplier, and that you have reserve suppliers in place.
- For long term emergencies you may need to consider the provision of remote learning

### 3.11 Site Information

Detailed information about the school site can be important for those responding to an emergency and should include, possibly in separate maps:

- internal hazards, e.g. asbestos, chemical storage
- external hazards, e.g. rivers, reservoirs, industrial sites, main roads
- utility supplies, e.g. isolation of services
- evacuation procedures e.g. routes and assembly points
- significant places in the neighbourhood, e.g. rest centres, nearby schools
- pre-designated areas for use, e.g. lockdown rooms, briefing centres, temporary accommodation

### 3.12 Evacuation

- Staff should be aware of warning signals, which may need to be given at short notice, they should be different for:
  - evacuation
  - shelter
  - lockdown
  - all clear
- The difference should be easily identifiable
- The purpose of evacuation is to move people away from danger to a safe place.
- There should be a rehearsed procedure in place (including any PEEPS)
- If the entire site has to be evacuated pupils and staff may need to move to an initial assembly point before going to alternative premises.

- The use of buddy schools, rest centres and other places of safety (village, church halls etc) may be necessary. It is important to remember to establish facilities available which may include:

- toilets
- catering facilities
- heating
- first aid
- chairs / tables
- beds / sleeping bags
- access for the disabled
- backup generator
- office facilities
- how to travel to the site

### 3.13 Shelter

- Some emergencies may require staff and pupils to shelter within the school building. All staff will have a key role in reassuring pupils and alleviating parental carer concerns.
- Depending on the nature of the event, it may be difficult to estimate the duration. It may be useful to have details of individuals with any specific needs for an extended time at school.
- Where environmental hazards such as smoke are present, source of entry should be closed and air circulation systems switched off.

### 3.14 Lockdown

- This is to prevent an intruder from causing harm to those at the school and entrances should be secured to prevent entry.
- Suitable rooms should be identified at the school, including an exit route if an intruder does gain access to the premises.
- The lockdown signal must be clearly identifiable to prevent confusion.
- Communication systems should be identified, e.g. two way radio, usage of school computers, mobile phone
- The procedure should be as simple as possible, so as not to promote confusion and panic.

### 3.15 Closing the School

- This is a very rare occurrence and will normally be the decision of the Head Teacher. Occasionally local or central government may recommend this course of action.
- Any decision to close must balance benefits (time for arrangements to be put in place) against the drawbacks (situation not as bad as initially feared)
- Pupils and parents should be notified of any closure at the earliest opportunity.
- It may be possible for a school to be partially operational. If this is the case priority should be given to pupils who are taking exams, etc
- Schools should reopen as soon as possible so that pupils' education is disrupted to a minimum.

### 3.16 Communications

- It is likely that concerned parents and carers will be contacting the school by phone for information. To enable consistent communication, a message only answer machine can be set up with the latest information. This must be updated as appropriate.
- Specials lines may be set up for communication with the emergency services. The emergency services may advise what information should be given to pupils and parents / carers.
- Those directly affected should be contacted personally.
- A log of communications should be kept
- Points to remember:
  - text messaging can be an effective way of communicating with pupils and parents / carers
  - consider a spare battery for mobile phones and the network coverage at your location

### 3.17 Media Management

- Any significant event is likely to attract, local, national, and international attention.
- A member of the SEMT should have media training so that they can act as a contact point
- The emergency services may be able to help with media enquiries
- (All media statements should be approved by the school before issue)

### 3.18 Bomb Threats

- All staff should be aware of the action to take when a call is received from someone claiming to have information about a bomb.
  - As much detail as possible should be recorded about any call
  - Bomb threats are more likely to be real when:
    - a codeword is used that is known to police
    - the police are aware of potential terrorist activity in the area
    - the threat is specific rather than general
    - the threat is credible
- A bomb threat is a crime, so even if thought to be a hoax it must be reported to the police.

### 3.19 Suspicious Packages

If a package of this nature is received, advice should be taken from the police.

### 3.20 Log Keeping Guidelines

- Events can occur rapidly, so it is vital to keep a record of events
- All staff involved in an emergency should keep a log. The log should contain:
  - decisions made
  - actions taken
  - significant conversations
  - other pertinent information
- (Any information related to the incident should be copied, retained and archived as the emergency may be subject to a detailed inquiry)

### 3.21 Training

- Training should be provided and relevant to the roles of those receiving it. This may include:
  - demonstrating the equipment within the grab bag
  - delivering a tour of the school premises
  - providing a general overview of the procedures within the emergency plan
  - organising specific training for the SEMT
- Training may be delivered through special events or as part of other training, staff meetings, governors meetings, INSET days. This could involve attendance by the emergency services.
- Pupils should be involved in training which could include:
  - a class session on risk assessment, role of pupils in an emergency, emergency preparedness at home
  - explain procedures during an assembly
  - exercise drills / evacuations
- Parents and carers should be informed of emergency procedures, which may be via newsletters, letters home, school prospectus, school website. It should cover:
  - reason for contacting them
  - what contingencies the school has in place
  - actions that would be taken during an emergency
  - arrangements for contacting them
  - actions parents and carers should take
  - reminder to keep contact details up to date

### 3.22 Exercising

- The purpose of these is to validate the documented procedures within an emergency plan
- Exercises may be discussion based, desktop or live
- Scenarios selected should be carefully chosen, and should include things like verifying contact details, testing equipment and checking that evacuation routes are adequate.
- All people should have received a briefing prior to any exercise
- Timing should be considered so as not to interfere with school operations any more than necessary
- It may be possible to involve other organisations to increase the realism.
- Exercises will normally involve facilitators, players and observers
- All those taking part should be prepared to give feedback on the session
- It is important that all those who may be affected have been notified that an exercise is taking place and do not think it is a real incident.

### 3.23 Reviewing

- These need to consider:
  - lessons identified from training events, exercises and emergencies
  - changes to risk assessments
  - changes to key members of staff
  - changes to school site

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- Debriefs from exercises or incidents
  - aspects of the response which worked well
  - aspects of the response which could be improved
  - improvements that should be made to the emergency plan
  - additional training needs
- The plan should be redistributed when updated, with a copy of the previous version being archived.

## Legal Requirements & Education Standards,

### References:

A: Handbook for the Inspection of Schools - The Regulatory Requirements, Section B, Part 3 ([www.isi.net](http://www.isi.net))

B: Social Care common inspection framework ([www.gov.uk](http://www.gov.uk))

C: Health and Safety at Work" Section H of the ISBA Model Staff Handbook,

D: "Health and Safety and Welfare at Work" Chapter N of the ISBA Bursar's Guide

E: "Insurance" Chapter K of the ISBA Bursar's Guide

F: Foreign & Commonwealth Office travel advice ([www.gov.uk](http://www.gov.uk))

G: Prepare for flooding advice ([www.gov.uk](http://www.gov.uk))

H: Met Office weather alert registration ([www.metoffice.gov.uk](http://www.metoffice.gov.uk))

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## E-Safety: Policy Guidance

### 1. E-SAFETY: POLICY GUIDANCE

#### 1.1 Scope

This guidance is applicable to all those involved in the provision of e-based education/resources at the school and those with access to / are users of school ICT systems.

#### 1.2 Objectives

1.2.1 To ensure that pupils are appropriately supervised during school activities.

1.2.2 To promote responsible behaviour with regard to e-based activities.

1.1.1 To take account of legislative guidance, in particular the General Data Protection Regulations and the Data Protection Act 2018.

#### 1.3 Guidance

1.3.1 The Bursar / Head Teacher will be responsible for the implementation of this policy.

1.3.2 The Bursar will act as E- Safety Co-ordinator and will:

- (a) compile logs of e-safety incidents;
- (b) report to the Head Teacher on recorded incidents;
- (c) ensure that staff are aware of this guidance;
- (d) provide / arrange for staff training;
- (e) liaise with school technical staff;
- (f) liaise with the Head Teacher on any investigation and action in relation to e-incidents; and
- (g) advise on e-safety policy review and development.

1.3.3 The School ICT Co-ordinator will:

- (a) be responsible for the IT infrastructure and that it is not open to misuse or malicious attack;
- (b) ensure that users may only access the networks and devices through an enforced password protection policy;
- (c) keep up to date with e-safety technical information in order to carry out their role;
- (d) ensure that the use of the network (including internet, virtual learning, email and remote access) is monitored for misuse; and
- (e) implement any agreed monitoring software / systems.

1.3.4 Teaching and Support Staff will:

- (a) maintain awareness of school e-safety policies and practices;

- (b) report any suspected misuse or problem to the Head Teacher or E-Safety Co-ordinator;
- (c) ensure that all digital communications with pupils / parents / carers/ fellow staff are on a professional level and conducted on school systems;
- (d) where relevant e-safety is recognised in teaching activities and curriculum delivery;
- (e) ensure pupils understand and follow e-safety policies, including the need to avoid plagiarism and uphold copyright regulations;
- (f) monitor the use of digital technologies (including mobile devices, cameras etc during school activities; and
- (g) ensure that where the use of the internet is pre-planned, pupils are guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches.

### 1.3.5 Child Protection

- (a) Those responsible should be trained in e-safety issues and aware of the implications that may arise from:
  - (i) sharing of personal data;
  - (ii) access to illegal / inappropriate materials;
  - (iii) inappropriate contact on-line with adults / strangers;
  - (iv) potential or actual incidents of grooming; and
  - (v) cyber-bullying.

### 1.3.6 Pupils

- (a) are responsible for using school digital technology systems in accordance with the school acceptable use policy;
- (b) will understand and follow e-safety policies, including the need to avoid plagiarism and uphold copyright regulations;
- (c) will understand the importance of reporting abuse, misuse or access to inappropriate materials and know how to do so;
- (d) are expected to understand policies on the use of mobile devices and digital cameras, the taking / using of images and cyber-bullying; and
- (e) will understand that the e-safety policy will include actions outside of school where related to school activities.

### 1.3.7 Parents / Carers

- (a) will be advised of e-safety policies through parents' evenings, newsletters, letters, school website etc;
- (b) will be encouraged to support the school in the promotion of good e-safety practice; and



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- (c) should follow school guidelines on:
- (i) digital and video images taken at school events;
  - (ii) access to parents' sections of the school website / pupil records; and
  - (iii) their children's / pupils' personal devices in the school (where this is permitted).

### 1.3.8 Community Users / Contractors

- (a) Where such groups have access to school networks / devices, they will be expected to provide signed acceptance to abide by school e-safety policies and procedures.

#### Legal Requirements & Education Standards

##### References:

A: Commentary on the Regulatory Requirements September 2018, Section B, Part 3 ([www.isi.net](http://www.isi.net))

B: Social Care Common Inspection Framework ([www.gov.uk](http://www.gov.uk))

C: Health and Safety at Work" Section H of the ISBA Model Staff Handbook

D: "Health and Safety and Welfare at Work" Chapter N of the ISBA Bursar's Guide

E: "Insurance" Chapter K of the ISBA Bursars Guide

F: UK Council for Child Internet Safety ([www.gov.uk](http://www.gov.uk))

G: Cyber-bullying.org ([www.cyberbullying.org](http://www.cyberbullying.org))

H: DfE : "Keeping children safe in education" ([www.gov.uk](http://www.gov.uk))

I: DfE Data Protection in schools ([www.gov.uk](http://www.gov.uk))

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## Fire Safety Policy

### 1.1 Scope

This guidance is applicable to all premises under the control of the School and details the approach to the control of risk from fire.

### 1.2 Objectives

To ensure that risks from fire are identified and that arrangements are in place to control those risks. To enable the School to comply with its duties under the Regulatory Reform (Fire Safety) Order 2005 and other education specific guidance.

### 1.3 Guidance

1.3.1 The School has in place procedures for:-

- (a) carrying out fire risk assessment;
- (b) preventing fires;
- (c) evacuation in the event of a fire;
- (d) maintaining and checking all fire detection, alarm and fighting systems.

1.3.2 The Bursar has responsibility for maintaining and ensuring the local implementation of the School fire procedures; for making and maintaining a 'fire map' of the School premises, showing places of high risk and the precautions put in place by the School. Copies of these maps are brought to the attention of all employees and others who may be affected by:-

- (a) posting a copy of the fire map on notice boards;
- (b) bringing the fire map to the attention of all employees, contractors and visitors, etc during all training and site induction sessions;
- (c) providing at least one trained Fire Marshal in every building [and boarding house].

### 1.4 Fire Risk Assessment

1.4.1 All of the School premises will be subject to a fire risk assessment. This may be conducted by an external consultant or other competent person, such as a suitably trained Bursar / Maintenance Engineer. The person undertaking the assessment should liaise closely with Heads of Department.

1.4.2 The fire risk assessment will be reviewed and / or updated every year or in the event of significant changes to the buildings or their usage.

1.4.3 A copy of the fire risk assessment report will be available on site (from the Bursar) and employees' attention brought to any hazards found in the assessment.

1.4.4 Fire hazards will be eliminated or the risk reduced to the minimum level practicable by implementing control measures and safe systems of work.

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- 1.4.5 Regular [weekly/monthly] assessments will be made by staff, including the Fire Marshals / Maintenance Engineer / Head caretaker to ensure that the walkways are kept clear of obstruction and tripping hazards.

### 1.5 Fire Detection

Each of the School premises must have adequate means of fire detection. The detection equipment will be maintained and regularly checked by competent persons.

### 1.6 Fire Alarm

- 1.6.1 Each of the School premises has an adequate means of raising the alarm in the event of fire.
- 1.6.2 The fire alarm system in each location is to be tested weekly with the date and time made known. This will be managed by the Bursar / Maintenance Engineer. The alarm will be activated using a different activator point each week, where this is practicable.
- 1.6.3 The fire alarm system will be serviced [quarterly / six monthly] by a competent contractor (e.g. ISO 9001 / BAFE)
- 1.6.4 Records of these tests and servicing are maintained in a fire log book held by the Bursar / Maintenance Department.

### 1.7 Fire Fighting Equipment

- 1.7.1 The fire risk assessment will determine the minimum level of fire fighting equipment which must be present in the School premises.
- 1.7.2 Fire extinguishers, fire hoses, wet and dry risers and/or other fire suppressant systems will be serviced by a competent contractor annually and the service date recorded on each extinguisher/hose reel/system.

### 1.8 Emergency Lighting

- 1.8.1 Emergency lighting must be installed in the school where lighting would continue to be required in the event of a mains power failure, eg stairs, passageways and emergency exits.
- 1.8.2 Where emergency lighting is generator powered, the lighting will be tested monthly by way of simulated mains failure. A maintenance and servicing programme for the generator will be arranged by the Bursar / Maintenance Engineer.
- 1.8.3 Battery operated emergency lighting will be tested monthly (charge & illumination) and an annual full discharge test by a competent contractor
- 1.8.4 Records of testing and servicing of emergency lights will be maintained by the Bursar / Maintenance Department.

### 1.9 Emergency Procedures

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- 1.9.1 Written emergency procedures will be provided. These written instructions will include procedures in the event of a fire and where required, procedures in the event of a bomb warning.
- 1.9.2 Notices will be displayed in each building of the School premises detailing the action to take in the event of a fire and highlight the assembly point to evacuate to in an emergency. This may be different from the Fire evacuation point depending on location. An example notice is included at Appendix 1 to this guidance
- 1.9.3 There must be adequate means of escape for all occupants of the school premises. These means of escape will be clearly signed with pictograms.
- 1.9.4 The means of escape will be regularly inspected by the Fire Marshals to ensure they are kept clear of obstructions and tripping hazards.
- 1.9.5 Where disabled persons use the premises, specific arrangements will be made to ensure they can escape in an emergency. For staff and pupils there will be a Personal Emergency Evacuation Plan (PEEP) in place, visitors will be catered for by the Bursar / Maintenance Engineer when notified. Example arrangements are included at Appendix 2 to this guidance.
- 1.9.6 Teaching staff are responsible for escorting their pupils safely out of the building in silence and in an orderly fashion. They are responsible for conducting a head count on arrival at the assembly point, and for ensuring that the name of anyone who cannot be accounted for (and, if possible, their likely location) is passed immediately to [the School Fire Safety Manager /the Bursar/the Estates Bursar/the Operations Director]. It is the responsibility of [the School Fire Safety Manager /the Bursar/the Estates Bursar/the Operations Director] to ensure that this information is passed to the Fire and Emergency service as soon as they arrive.
- 1.9.7 **SUMMONING THE FIRE BRIGADE:** The School Office is manned between [8.00am and 5.30pm] during weekdays [throughout the year,] / [in term-time and between 9.15am and 4.30pm during half terms and holiday] apart from the Christmas and Easter closedowns. The master panel that shows the location of all the alarm call points on the networked alarm system in the school buildings is located in the school office. The School Office is always given advance warning of fire practices. If the alarm goes off for any other reason, the staff have standing instructions to summon the Fire and Emergency Service at once. One of the Caretakers or members of the Security Staff is on duty or on call [24 hours a day, 7 days a week, and 365 days a year, including public holidays]. He/She has standing instructions to summon the Fire and Emergency Services if the alarms go off outside the hours that the School Office is staffed, (unless warned of a planned fire practice).
- 1.9.8 Fire drills will be held every term at the School. [We also practice a night-time evacuation of the boarding houses every term.]
- 1.9.9 Written records of fire / evacuation drills will be maintained in the fire log book which is kept by the Bursar / Maintenance Department.

### 1.10 Fire Training

- 1.10.1 Staff will be informed in relation to:-  
(a) action to take if they discover a fire, including how to activate the fire alarm;  
(b) action to take on hearing the alarm, including location and use of exits and escape routes; and  
(c) action to take in the event of a bomb alert.
- 1.10.2 Pupils will be informed of exits and escape routes
- 1.10.3 Fire Marshals will be trained in:-  
(a) emergency evacuation procedures;  
(b) use of fire extinguishers; emergency procedures; and  
(c) how to spot fire hazards.  
(d) the provision of "safety assistance" in the event of a fire.

Fire Marshals will receive regular [annual] refresher training.

- 1.10.4 Visitors and contractors:-  
(a) on arrival at the School will receive a briefing to ensure that they are aware of the policy procedures and assembly points in the event of an evacuation.  
(b) For events with large numbers of attendees, such as open days, concerts an announcement will be made at the beginning of the event regarding evacuation arrangements.

### 1.11 Fire Prevention

The School takes all reasonable precautions to prevent a fire from breaking out and recognises that for a fire to take place oxygen, flammable materials and a source of ignition must all be present. The processes of prevention are aimed at preventing one or more of these elements being together. To ensure the processes are being implemented the Bursar, Maintenance Engineer, Head Caretaker and Heads of Department will:-

- 1.11.1 Comply at all times with relevant regulations on the storage, transportation, handling and disposal of flammable materials (including weapons and ammunition, hazardous substances etc);
- 1.11.2 Regularly inspect all the areas where there are potential sources of ignition and ensure that no flammable materials are stored close by;
- 1.11.3 Maintain awareness through training and refresher training of the preventative steps that need to be taken;
- 1.11.4 Consult regularly with the Fire marshals;
- 1.11.5 Include fire prevention and evacuation procedures during the induction process with all new starters; and
- 1.11.6 Pay close attention to the activities of contractors as appropriate, particularly during maintenance and building works.

**1.12 Fire Records**

Records are kept of training; inspections; evacuations and maintenance of systems and equipment.

**1.13 Boarding and Staff Accommodation**

Boarding and staff accommodation **may** not be exempt from the provisions of the Fire Safety Act 2021 as it applies to the structure, external walls (including cladding and balconies) and individual flat entrance doors between domestic premises and the common parts of a multi-occupied residential building. Depending on the nature of the accommodation the requirements may apply if it is deemed a building with multiple private dwellings by virtue of containing staff and boarding accommodation or multiples of either. In the event that the Act applies all the above related policy guidance and requirements will apply to accommodation in addition to the other areas of the school.

**Legal Requirement & Education Standards**

**References:**

A: Handbook for the Inspection of Independent Schools: Section B Part 3: The Regulatory Requirements of Independent Schools, March 2009 version. ([www.isi.net](http://www.isi.net)).

B. Part II of the Regulatory Reform (Fire Safety Order) 2005, ([www.opsi.gov.uk](http://www.opsi.gov.uk))

C. Fire Safety Act 2021

D. "Fire Risk Assessment," Ecclesiastical Risk Services Ltd guidance note ([www.ecclesiastical.com](http://www.ecclesiastical.com))

E. "Fire Safety" Chapter O of the Bursars' Guide by Owen David Risk Management Ltd ([www.owendavidsafety.net](http://www.owendavidsafety.net))

F. "Fire Safety: In new and existing school buildings" DfE Guidance, ([www.gov.uk/df](http://www.gov.uk/df))

G. "Fire Safety Risk Assessment for Educational Premises" and "Fire Safety Risk Assessment: Sleeping Accommodation," DCLG publications ([www.communities.gov.uk](http://www.communities.gov.uk))

H: Education Funding Agency "Fire risk during school maintenance or building works" (Nov 2016)

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## Appendix 1: Emergency Evacuation Notice

All new staff and pupils, all contractors and visitors are shown the following notice:

1. If you discover a fire, break the glass in the nearest alarm point to set off the alarm. Leave the building by the nearest exit.
2. If you are responsible for a class, make them leave quietly with you. No one should talk or run. Make your way to the assembly point at [ ].
3. If you are teaching a class, take your register with you. Do not take anything else, and do not allow the pupils to take anything. Shut doors and windows behind you.
4. The School Office or the duty Caretaker/ night Security Officer will summon the Emergency Services if the alarm sounds.
5. If you have a disabled pupil in your class, you should [move him or her downstairs, using one of the special evacuation chairs] OR [direct him or her, together with his or her carer, to wait for the Fire and Emergency Service in the nearest designated safe refuge].
6. Take the register of your class as soon as you reach the assembly point.
7. Report anyone who is waiting to be evacuated from a designated refuge, or who is missing immediately to [the School Fire Safety Manager /the Bursar/the Estates Bursar/the Operations Director] who will inform the Fire Brigade. On no account should anyone return to any building until given permission by the Fire and Emergency Services.
8. Remain at the assembly point with your pupils until the all clear is given.

## Appendix 2: Disabled Staff, Pupils or Visitors

We have a special one-to-one induction on fire safety for disabled pupils and their carers and for disabled members of staff.

[All the teachers and carers of disabled pupils are also trained in the use of the purpose-built lightweight stairway evacuation chairs which are specially designed for moving disabled people down stairs in an emergency. One of these chairs is located on the upper landings of every staircase in the school, because disabled lifts cannot be used in a fire.]

OR

[We have designated safe refuge points on every floor of every building, with signs advising of their location, (usually in a stair well). When the fire alarm is sounded, it is the responsibility of the carer of a disabled person to take him or her to the refuge point and to wait for rescue by the Fire and Emergency Service. The teacher will ensure that the name of the disabled person and his or her carer, together with the location of their safe refuge point, are passed to [the School Fire Safety Manager /the Bursar/the Estates Bursar/the Operations Director] as soon as he or she reaches the assembly point. It is the responsibility of [the School Fire Safety Manager /the Bursar/the Estates Bursar/the Operations Director] to ensure that this information is passed as soon as possible to the Fire and Emergency Service.]

## Gas Safety: Policy Guidance

### 1 Scope

This policy is applicable to all employees of and workers / contractors for the School who undertake activities associated with gas systems and equipment.

### 2 Objectives

To ensure that:-

- 2.1 Action is taken on the discovering of defects;
- 2.2 Systems are in place for the inspection and repair of gas installations and equipment;
- 2.3 Inspection and test certificates are held as required.

### 3 Guidance

- 3.1 The minimum number of mains and bottled gas appliances are used and stored on the School premises.
- 3.2 All gases are stored in locked, ventilated, external compounds and that only competent, authorised personnel [maintenance engineer, science technicians] are allowed to enter.
- 3.3 Flammable gases and oxygen are not stored together.
- 3.4 Only Gas Safe registered individuals are to work on installations on the Schools premises.
- 3.5 All gas installers or gas maintenance engineers will be registered on the Gas Safe Register.
- 3.6 Annual servicing and maintenance will be undertaken to ensure installation pipe work, appliances and flues are maintained in a safe condition. This will be on an annual basis.
- 3.7 Records of all work undertaken on gas systems / appliances will be kept by the Bursar / Maintenance Department
- 3.8 In the event of a leak or suspected leak:-
  - turn off the gas supply;
  - if the supply cannot be turned off, or a leak is suspected then evacuate the area;
  - notify the gas supplier;
  - do not operate electrical equipment in the area;
  - cease all activities that may expose a spark or naked flame;



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- do not re-enter the area until the gas supply engineer has confirmed it is safe to do so.
- 3.9 Where Liquefied Petroleum Gas (LPG) Cylinders are in use, the following precautions should be observed:
- spare or empty cylinders should be stored outside, preferably in a lockable area
  - cylinders should never be kept below ground level or near drains, cellars or basements (to prevent the likelihood of potentially explosive atmospheres)
  - warning notices should be displayed (eg Highly flammable - LPG)
  - smoking or naked flames must not be permitted in or near storage areas
  - cylinders must be kept clear of direct heat and at least 3 metres away from highly flammable liquids / materials
  - regular checks should be made to ensure that all hosing and connections are in good order and there are no leaks
  - no valves on any cylinder should be left open and they should not be dropped or roughly handled
  - accommodation in which gas is used must be adequately ventilated
  - portable gas heaters should only be used for emergency purposes.

## Legal Requirements & Education Standards

### References:

- A: Handbook for the Inspection of Schools - The Regulatory Requirements, Section B Part 3 ([www.isi.net](http://www.isi.net))
- B: Health and Safety Executive Gas Homepage ([www.hse.gov.uk/gas/index.htm](http://www.hse.gov.uk/gas/index.htm))
- C: ["Health and Safety at Work" Section H of the ISBA Model Staff Handbook](#),
- D: ["Health and Safety and Welfare at Work" Chapter N of the ISBA Bursar's Guide](#)
- E: ["Insurance" Chapter K of the ISBA Bursar's Guide](#)
- F: ["Guidelines for Environmental Design in Schools"](#) DCSF Guidance

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## General Workplace Safety: Policy Guidance

### 1 Scope

This guidance is applicable to all those with the responsibility for the provision and maintenance of the working environment on school premises. The School places great importance on the working environment that it provides and similarly it is the responsibility of employees and pupils to respect the environment and treat it accordingly.

### 2 Objectives

- 2.1 To ensure that statutory requirements are met regarding the provision of a satisfactory working environment.
- 2.2 To ensure, so far as reasonably practicable, the continued well being of employees and pupils.

### 3 Guidance

- 3.1 The Bursar / Maintenance Engineer will be responsible for the implementation of this policy.
- 3.2 Welfare  
Suitable and sufficient welfare facilities will be available on school premises, including:
  - toilet facilities, including those for the disabled
  - washing facilities
  - facilities for rest and to eat meals; and
  - drinking water
- 3.3 Workplace Safety
  - Each area of the School premises classified as a workplace will:
    - have adequate ventilation
    - provide a suitable working temperature
    - be adequately illuminated
    - be kept in a clean condition
    - have adequate access and workspace for the activity
    - have suitable furniture and work station
    - be regularly inspected and assessed
  - Safe access and egress will be maintained in each workplace, including for the disabled
  - Provisions will be made to prevent slips, trips and falls and falling objects
  - Any storage racking will be inspected regularly and be fit for purpose
  
  - Working at height will be eliminated where possible but where not possible suitable equipment such as towers and safety harnesses will be provided to

## HEALTH & SAFETY POLICY

eliminate risk. Appropriate training will be provided on the safe use of the safety equipment.

- Where necessary windows will be made of safety material or will be protected from breakage or will have appropriate markings.
- Doors will be suitably constructed
  
- Signs will be displayed where appropriate to warn of risk, these being:
  - prohibition signs, eg no access
  - warning signs, eg danger electricity
  - mandatory signs, eg eye protection must be worn
  - emergency or first aid
- The school noticeboard will also display:
  - health & safety policy statement
  - HSE Health & Safety Law poster
  - emergency procedures
  - details of first aiders and fire marshals

### 3.4 Public Safety

It is the aim of the school to ensure so far as is reasonably practicable, the health and safety of members of the public who may be affected by our work activities. Where any risk assessments identify risks to the public, appropriate control measures will be implemented.

## Legal Requirements & Education Standards

### References:

A: Handbook for the Inspection of Schools - The Regulatory Requirements, Section 3 Part 3 ([www.isi.net](http://www.isi.net))

B: Health & Safety Executive, Workplace health, safety and welfare - A short guide for managers, INDG244 ([www.hse.gov.uk](http://www.hse.gov.uk))

C: ["Health and Safety at Work" Section H of the ISBA Model Staff Handbook](#),

D: ["Health and Safety and Welfare at Work" Chapter N of the ISBA Bursar's Guide](#)

E: ["Insurance" Chapter K of the ISBA Bursar's Guide](#)

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## Hot Works: Policy Guidance

### 1 Scope

This guidance is applicable to all employees of and workers / contractors for the School who undertake activities associated with hot works.

### 2 Objectives

To ensure that the school manages risks associated with hot works and that:-

- 2.1 All work is planned and is not commenced until a permit is in place
- 2.2 All work is carried out in a safe manner
- 2.3 The area where the work has taken place is safe for reuse

### 3 Guidance

- 3.1 The School will appoint a person [Maintenance Engineer / Head Caretaker] to act as the responsible person for ensuring that no hot work is undertaken without prior agreement.
- 3.2 Before work starts the area must be cleared of combustible material which is not part of the work process. Any combustible material that cannot be removed should be protected by non-combustible material.
- 3.3 Suitable fire extinguishers must be provided and a watch kept for fire break out whilst work is in progress
- 3.4 When welding, cutting, grinding or similar activities are taking place the work area must be suitably screened with non-combustible material. Care must be taken where sparks / hot particles are generated.
- 3.5 Gas cylinders should be secured in a vertical position and fitted with a regulator and flashback arrestor.
- 3.6 If bitumen boilers or similar equipment are used on a roof a non-combustible, heat insulating base must be used, a competent operative be in attendance and suitable fire fighting and emergency spillage equipment provided.
- 3.7 Where hot materials are taken to roof level extreme care must be taken during the transporting of them.
- 3.8 The responsible person will liaise with contractors regarding the details of any hot works and permission to proceed.
- 3.9 A permit will be completed for all hot works; an example is given at Appendix 1.

## Legal Requirements & Education Standards

### References:

A: Handbook for the Inspection of Schools - The Regulatory Requirements, Section B, Part 3 ([www.isi.net](http://www.isi.net))

B: Health and Safety Executive Welding Homepage ([www.hse.gov.uk](http://www.hse.gov.uk))

C: [Health and Safety at Work" Section H of the ISBA Model Staff Handbook,](#)

D: [" Health and Safety and Welfare at Work" Chapter N of the ISBA Bursar's Guide](#)

E: ["Insurance" Chapter K of the ISBA Bursar's Guide](#)

F: [Guidelines for Environmental Design in Schools" DCSF Guidance](#)

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APPENDIX 1

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HOT WORK PERMIT

Applicable to all operations involving production of excessive heat, flames or sparks likely to cause combustion.

Includes: Welding and brazing.

<b>PART 1</b>	<b>To be completed by authorised responsible person at start of work. Complete ALL sections.</b>				
Permission is granted to:					
Manning names:					
Task:					
Location:					
Date:		From		To	
Authorised by:		Position			
<b>SPOT CHECKS</b>					
I have examined the area and all combustible materials (including liquids or gas sources) in the vicinity of the operation have been removed or protected against heat or sparks.				Time of Inspection	
					Yes/No/NA
Alarm systems have been isolated where necessary.					
A second person is on hand with a fire extinguisher while the operation is in progress.					
Those concerned have had fire alarm/telephone point pointed out to them and have been told what to do in the event of a fire.					
The fire exit routes are clear of obstructions.					

**HEALTH & SAFETY POLICY**

Signature of person issuing permit		Position		Date	
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<b>PART 2</b>	<b>To be completed by operator carrying out hot work</b>				
Work has been completed and all sources of ignition removed. The work area and all adjacent areas have been inspected after completion of hot works for signs of smouldering fires.				Time work completed	
				Time of inspection	
Signature of operator carrying out hot work		PRINT			

<b>PART 3</b>	<b>To be completed by the responsible person after completion of hot works</b>				
The work area and all adjacent areas have been inspected one hour after completion of hot works for signs of smouldering fires.				Time work completed	
Alarm systems have been de-isolated where necessary.				The hot work permit is cancelled.	
Signed					

## Human Flu Pandemic: Policy Guidance

### 1 Scope

This guidance is applicable to all those involved in responding to a classified flu pandemic. Pandemic flu is different from ordinary flu as it occurs when a new flu virus emerges into the population and spreads rapidly from person to person worldwide. As a new virus it is unlikely that there would be immunity to it or that there would be a vaccine available. UK Health Security Agency ("UKHSA") advice forms the basis of this guidance.

### 2 Objectives

- 2.1 To ensure that the health of pupils and staff is appropriately considered and action is implemented during a pandemic
- 2.2 To have appropriate procedures in place for managing such an incident
- 2.3 That suitable communication is maintained during an incident

### 3 Guidance

- 3.1 The Bursar and Head Teacher will be responsible for the implementation of this policy.
- 3.2 The symptoms of pandemic flu are similar to those of seasonal flu, but are likely to be more severe, these may include :
  - fever, cough / shortness of breath
  - aching muscles, sore throat, headache, loss of appetite, malaise, chills sneezing
- 3.3 The incubation period is 1-4 days, the infectious period up to 7 days
- 3.4 The school recognises that children are efficient "spreaders" of respiratory infections and that plans are required for both school closure and the school remaining open.
- 3.5 The Head Teacher will decide on whether to close a school after taking advice from the UKHSA as appropriate. The Government may decide to close schools through the Civil Contingencies Committee and would communicate with the school where necessary
- 3.6 Children with symptoms of severe flu will be isolated from other children (making use of the Medical Centre) until a parent arrives to take them home (unless otherwise advised). Where children or members of staff exhibit symptoms of severe flu at home they should not come into school. Staff and children should not return to school until they are clear of all symptoms.
- 3.7 If a pandemic is declared by UKHSA, where applicable, the school will normally expect parents to collect their children as normal at the end of the school day. Where possible parents would be contacted during the course of the day, otherwise



they will be given information when they collect their children at the end of the day or children will be given letters to take home.

- 3.8 Where a school stays open during a pandemic, the school will:
- follow good hygiene practice and isolate staff / children experiencing flu like symptoms
  - have an emergency supplies box and parental contact list solely for use during the pandemic
- 3.9 To reduce the risk of spread, hygiene measures will include:
- staff training in this guidance and in infection control
  - regular hand washing; during a pandemic special hand cleanser will be available in every classroom and at the main school entrance, with staff ensuring regular use.
  - additional tissues will be provided within all school areas and children encouraged to use and dispose of them carefully.
  - the cleaning contractor will be asked to provide additional cleaning of hard surfaces
  - the sharing of pencils, crayons and pens will be discouraged. Communal soft toys will be removed.
  - musical instruments will be carefully cleaned, with no sharing of wind / brass instruments
  - avoiding bringing children together in large crowds in enclosed spaces
  - pupils will eat lunches in classrooms
  - curriculum and assembly time will include education to children regarding personal hygiene
  - posters on hand washing, etc will be displayed prominently within the school
  - after school clubs, lettings to external organisations, school trips and pre-school facility usage will be cancelled.
  - the Medical Centre will be used as an isolation room
  - year group or classes will be in defined “bubbles” that do not mix with other groups.
  - movement around the school is restricted
  - points of entry and exit and start and end times of the school day may be varied and defined for each bubble to avoid interaction
- 3.10 Reopening the school:
- following a closure of the school, update information will be shared with parents, eg school website, noticeboard, local radio etc
  - prior to reopening the school will take advice from UKHSA regarding the level of cleaning required throughout the school
  - once reopen, staff will keep a close check on pupils and report any concerns to the Head Teacher who will liaise with UKHSA
- 3.11 Information to be communicated will include:
- Staff / Governors
  - infection control guidance
  - school control measures

## HEALTH & SAFETY POLICY

- use of personal protective equipment when supervising an ill child
- familiarisation with any school Flu Planning document and recommendations
- display of Department of Health posters on hand washing and coughs & sneezes
- Pupils
- guidance on personal hygiene
- guidance on display of Department of Health posters
- Parents
- global email message
- telephone call co-ordinated by Year Group
- school website
- local radio stations
- template letters regarding closure and reopening

## Legal Requirements & Education Standards,

### References:

A: Handbook for the Inspection of Schools - The Regulatory Requirements, Section B Part 3 ([www.isi.net](http://www.isi.net))

B: [Health and Safety at Work](#) Section I of the ISBA Model Staff Handbook,

C: " [Health and Safety and Welfare at Work](#)" Chapter N of the [ISBA Bursar's Guide](#)

D: Schools statutory guidance documents <https://www.gov.uk/government/organisations/department-for-education>

E: Government wide Department of Health planning documents ( <https://www.gov.uk/guidance/pandemic-flu>)

F: UKHSA documents

<https://www.gov.uk/government/organisations/public-health-england>

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## **Infection Control: Policy Guidance**

### **1 Scope**

This guidance is applicable to all employees and / or contractors of the school who undertake activities associated with infection control.

### **2 Objectives**

To ensure that the school prevents the spread of infection by:-

- 2.1 Maintaining a clean environment
- 2.2 Practising good standards of personal hygiene

### **3 Guidance**

- 3.1 The Bursar and School Nurse will be responsible for the implementation and review of this guidance
- 3.2 Good hygiene practice will be followed by all those involved with:
  - General cleaning
  - Cleaning of blood and body fluid spillages
  - Clinical waste
  - Laundry
  - Use of personal protective equipment
- 3.3 Bites, injuries and sharps:
  - Where skin is broken, make the wound bleed and wash thoroughly with soap and water.
  - Report to the School Nurse / Medical Centre for treatment
- 3.4 Animals
  - Animals can carry infections, so always wash hands after any contact
  - When visiting farms check hand washing facilities and ensure that children do not eat or drink whilst touring the farm, or put fingers into mouths etc. Use waterproof plasters to protect any cuts or grazes not covered by clothes
- 3.5 Vulnerable Children
  - Some medical conditions make children vulnerable to infections that would not normally be serious by reducing immunity. These may include cancers and those on steroids. Such individuals are particularly vulnerable to chickenpox and measles. If they are exposed contact the School Nurse / Medical Centre immediately.
  - Shingles is caused by the same virus as chickenpox and therefore anyone who has not had chickenpox is potentially vulnerable if they have had contact with a case of shingles.
  - If in any doubt seek advice from the School Nurse / Medical Centre.

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### 3.6 Pregnancy

- If a pregnant woman develops a rash or is in direct contact with someone with a potentially infectious rash then the School Nurse / Medical Centre should be contacted immediately. Points to consider include:
- German measles (rubella). If a pregnant woman comes into contact with German Measles she should inform her GP and ante-natal carer immediately.
- Slapped cheek disease (Parvovirus B19) can occasionally affect an unborn child. Any potential exposure should be reported to the ante-natal carer.
- Chickenpox can affect the pregnancy if a woman has not already had the infection. Any potential exposure should be reported to the GP and ante-natal carer.

### 3.7 Immunisations

Immunisation status should always be checked at school entry and at the time of any vaccination. Any immunisations that have been missed should be addressed via the School Nurse / Medical Centre.

## Legal Requirements & Education Standards

### References:

A: Handbook for the Inspection of Schools - The Regulatory Requirements, Section B, Part 3 ([www.isi.net](http://www.isi.net))

B: Health and Safety Executive, ([www.hse.gov.uk/](http://www.hse.gov.uk/))

C: ["Health and Safety at Work" Section H of the ISBA Model Staff/ISBA Handbook,](#)

D: ["Health and Safety and Welfare at Work" Chapter N of the ISBA Bursar's Guide](#)

E: ["Insurance" Chapter K of the Bursar's Guide](#)

F: Immunisations ([www.gov.uk](http://www.gov.uk))

G: Health protection in children and young people settings, including education – UKHSA ([www.gov.uk](http://www.gov.uk))

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## Letting and Hiring: Policy Guidance

### 1 Scope

This policy is applicable to the letting / hiring of school buildings and premises to third parties.

### 2 Objectives

To ensure that:-

- 2.1 Appropriate liaison is in place between the school and the hirer
- 2.2 Any licensing / regulatory requirements have been identified and associated responsibilities agreed
- 2.3 Emergency and security issues have been adequately considered

### 3 Guidance

- 3.1 All letting / hiring should be arranged through the Bursar
- 3.2 The Bursar will establish what the needs of the hirer are and any specific licensing / regulatory requirements, which may include:
  - Public Entertainment Licence
    - this is required for the staging of a dance, disco, concert or similar type of entertainment if the event is open to the public.
    - a licence is not required if the event is only by members of the organisation arranging it, (eg PTA or school) and their guests
    - the Bursar should contact the local authority to establish whether a licence is required
  - Theatre Licence
    - this is required for the production of dramatic performances (play, ballet or similar) where the public can attend (for the purposes of a Theatre Licence parents are deemed to be members of the public)
  - Liquor Licence
    - It may be that a Temporary Event Notice may suffice depending on the nature of the event..
- 3.3 The hirer should be briefed on the security policy of the school, specific areas to clarify are:
  - the prevention of unauthorised access, including out of normal hours use
  - the maintenance of escape routes / emergency access
  - specific restrictions on use / rules of the school
- 3.4 The hirer must be briefed on the emergency procedures, including
  - knowledge of the evacuation route

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- location of escape routes
- access to telephones
- access to first aid provision

3.5 The Bursar should ensure, in conjunction with the Head Caretaker that:

- relevant escape routes are unlocked and available for use
- the hirer is familiar with the layout, fire arrangements and location of designated assembly points
- the hirer is familiar with fire alarm call points, telephone locations and emergency contact numbers

3.6 For any activities that involve overnight stays the Bursar should liaise with the local Fire Authority as appropriate

4 The Bursar should request details of insurance arrangements from the hirer and whether the school policy is appropriate

## Legal Requirements & Education Standards,

### References:

A: Handbook for the Inspection of Schools - The Regulatory Requirements, Section B Part 3 ([www.isi.net](http://www.isi.net))

B: [Health and Safety at Work" Section H of the ISBA Model Staff Handbook,](#)

C: ["Health and Safety and Welfare at Work" Chapter N of the ISBA Bursar's Guide](#)

D: ["Insurance" Chapter K of the ISBA Bursar's Guide](#)

E: [Guidelines for Environmental Design in Schools" DfE guidance](#)

Policy Review & Update Process	
Member(s) of SLT responsible for update	Bursar
Sub-Committee responsible for review	Buildings, Health and Safety Committee
ISBA template policy?	Y
Last Updated	Please see Page 1

## Lightning Protection: Policy Guidance

### 1. LIGHTNING PROTECTION: POLICY GUIDANCE

#### 1.2 Scope

This guidance is applicable to those with responsibility for the maintenance of school premises in relation to the protection of structures against lightning.

#### 1.3 Objectives

- 1.3.1 To ensure that people are protected against potential lightning strikes
- 1.3.2 To ensure that any control measures put in place are adequately maintained.

#### 1.4 Guidance

1.4.1 The Maintenance Engineer / Head Caretaker will be responsible for the implementation of this policy.

1.4.2 Lightning protection is required (in accordance with BSEN/IEC 62305) where:

- (a) large numbers of people congregate
- (b) essential public services are concerned
- (c) the area is one where lightning is prevalent
- (d) there are very tall or isolated structures
- (e) there are structures of historic or cultural importance
- (f) there are structures with explosive or flammable contents

1.4.3 The Maintenance Engineer / Head Caretaker will arrange for a specialist contractor to undertake a risk assessment. A checklist for risk assessment is shown in appendix 1. A summary of the factors to be taken into consideration is:

- (a) the number of flashes to ground per square kilometre per year (lightning flash density)
- (b) the effective collection area (the area of the roof added to the side walls plus the area of quadrants having the radius of the height of the building; a quadrant occurs at each corner of the building).
- (c) use of the structure
- (d) type of construction
- (e) contents and consequential effects
- (f) degree of isolation
- (g) type of country

1.4.4 Where the risk assessment indicates that lightning protection is required:

- (a) appropriate protection should be installed

## HEALTH & SAFETY POLICY

- (b) a regime for maintenance of the protection should be implemented
- 1.4.5 Any new buildings which are constructed should have the need for lightning protection assessed.

### Legal Requirements & Education Standards,

#### References:

A: Handbook for the Inspection of Schools – The Regulatory Requirements, Section B, Part 3 ([www.isi.net](http://www.isi.net))

B: BSEN/IEC 62305 "Lightning Protection Standard"

C: "Health and Safety at Work" Section H of the ISBA Model Staff Handbook,

D: "Health and Safety and Welfare at Work" Chapter N of the ISBA Bursar's Guide

E: "Insurance" Chapter K of the ISBA Bursar's Guide

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## **Appendix 1 Lightning Protection Risk Consideration Points**

### **RISK ASSESSMENT DATA COLLECTION**

School Name

Building reference

Building height (average) m

Overall Building Length m

Overall Building Width m

Weighting Factors (Please tick appropriate selection)

Use of Structure

- Houses or comparable
- Houses with outside aerial
- Workshops
- Offices
- Places of assembly
- General School building

Type of Construction

- Steel framed, not metal roof
- RC frame, not metal roof
- Steel or RC frame, metal roof
- Brick or concrete, not metal roof
- Timber frame, not metal roof
- Brick, concrete, timber, metal roof
- Any building with thatched roof

Contents or Consequential Effects

- Domestic or office buildings
- Industrial buildings, susceptible contents
- Power generation, telephone, radio exchange
- Key industrial plants and historical buildings
- Schools general

Degree of Isolation

- Same as surrounding
- Few other buildings of same height
- Isolated structure

Type of Country

- Flat country

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- Hill country
- Mountain country (300m – 900m)
- Mountain country (> 900m)

## Manual Handling: Policy Guidance

### 1 Scope

This guidance is applicable to all employees of and workers for the school who undertake manual handling activities.

### 2 Objectives

- 2.1 To eliminate manual handling where possible and to minimise so far as is reasonably practicable, the need for manual handling
- 2.2 To ensure that only individuals who have received training in manual handling undertake such activities
- 2.3 Where manual handling is undertaken that it is conducted so that the risk of injury is reduced as far as is reasonably practicable.
- 2.4 Where manual handling cannot be eliminated, where appropriate and reasonably practicable to provide mechanical assistance

### 3 Guidance

- 3.1 Heads of Department (including support departments) will be responsible for the management of manual handling activities within their areas of control.
- 3.2 Manual handling is defined as "any transporting or supporting of a load, including the lifting, putting down, pushing, pulling, carrying or moving thereof) by hand or bodily force". In a school environment this may include:
  - Moving furniture around classrooms
  - Moving equipment stored at height
  - Moving items when taking delivery of goods
  - Pushing and pulling trolleys and PE equipment
  - Setting up temporary stages
  - Moving gas cylinders, chemicals etc
  - General movement of workplace equipment
- 3.3 Heads of Department will:
  - Consider whether the object needs to be moved at all
  - Where it does need to be moved can this be by automation, eg using a lift truck
  - Where manual handling is necessary ensure that a risk assessment is undertaken and any required control measures are implemented.
  - Ensure that those undertaking such tasks have received appropriate training
- 3.4 When assessing the risk, the following should be taken into consideration:
  - The task
  - The load
  - The individual

- 3.5      • The environment
- All those who undertake manual handling activities must have received appropriate training, covering good lifting techniques, which include:
- Planning the lift
  - Keeping the load close to the waist
  - Adopting a stable position
  - Getting a good hold
  - Not flexing the back any further when lifting
  - Avoiding twisting the back or leaning sideways
  - Keeping their head up
  - Moving smoothly
  - Putting the load down then adjusting as necessary

### Legal Requirements & Education Standards

**References:**

- A: Handbook for the Inspection of Schools - The Regulatory Requirements, Section B Part 3 ([www.isi.net](http://www.isi.net))
- B: Manual handling home page ([www.hse.gov.uk](http://www.hse.gov.uk))
- C: ["Health and Safety at Work" Section I of the ISBA Model Staff Handbook](#),
- D: ["Health and Safety and Welfare at Work" Chapter N of the ISBA Bursar's Guide](#)
- E: ["Guidelines for Environmental Design in Schools"](#) DfE Guidance

Policy Review & Update Process	
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## MINIBUS SAFETY: POLICY GUIDANCE

### 1. MINIBUS SAFETY: POLICY GUIDANCE

#### 1.1 Scope

This guidance considers the areas to address when using a minibus as part of activities undertaken by the school.

#### 1.2 Objectives

1.2.1 To ensure that there is a suitable vehicle in a satisfactory condition for use.

1.2.2 To ensure that those using the vehicle are competent to do so.

#### 1.3 Guidance

1.3.1 The Bursar is the School Safety Co-ordinator and will be responsible for the co-ordination of the use of the minibus. They will maintain a list of those eligible to drive the minibus.

1.3.2 The driver of the minibus must have an appropriate and valid driving licence. Points to consider include the following basic considerations. More detailed advice is contained within the DfE document, Driving School Minibuses – Advice for Schools and Local Authorities :-

- (a) An individual with a pre-1997 driving licence is automatically deemed to be entitled to drive a minibus with up to 16 passengers (until the age of 70) but not for hire and reward.
- (b) An individual with a post 1997 licence must hold a D1 licence.
- (c) For any non-staff "voluntary" drivers, e.g. governors', parents' checks should be made with the insurance company for specific requirements.

1.3.3 Suitable insurance must be in place.

1.3.4 The vehicle must be in a satisfactory condition, details to be checked are included at Appendix 1.

1.3.5 Consideration should be given to planning the journey, including:

- (a) route (and availability of map);
- (b) length of journey and travelling time;
- (c) driving time and driver rest breaks with breaks every 2 hours;
- (d) weather conditions; and
- (e) more than one driver required?

1.3.6 Supervision needs must be assessed and the rules for any passengers, e.g. wearing of seatbelts, driver not to be distracted etc.

1.3.7 An emergency plan should be in place to include:

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- (a) means of communication;
  - (b) dealing with road accidents;
  - (c) dealing with illness of a passenger / driver; and
  - (d) arrangements for dealing with mechanical incidents, e.g. breakdowns and punctures.
- 1.3.8 The driver of the vehicle must complete the log book and report any defects on completion of the journey.
- 1.3.9 The school must consider whether the vehicle is to be used in the context of hire or reward.

### Legal Requirements & Education Standards

#### References:

A: Commentary on the Regulatory Requirements, Section B Part 3 ([www.isi.net](http://www.isi.net))

B: Management of Health and Safety at Work Regulations 1999 ([www.hse.gov.uk](http://www.hse.gov.uk))

C: Health and Safety at Work” Section H of the ISBA Model Staff Handbook

D: “Health and Safety and Welfare at Work” Chapter N of the ISBA Bursar’s Guide

E: “Insurance” Chapter K of the ISBA Bursar’s Guide

F: Driving School Minibuses – Advice for Schools and Local Authorities (September 2013) ([www.gov.uk/df](http://www.gov.uk/df))

G: ROSPA : Minibus Safety ([www.rospa.com/road-safety/advice/vehicles/minibus-safety](http://www.rospa.com/road-safety/advice/vehicles/minibus-safety))

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**HEALTH & SAFETY POLICY**

**Appendix 1**

	Date:
Vehicle	

Daily or shift check (tick or cross)				
Fuel / oil leaks		Wipers / Washers		Mirrors / Glass / visibility
Battery (if easily accessible)		Communication devices with driver		Steering
Tyres / wheel and wheel fixing		Horn		Heating / Ventilation
Brakes (inc. ABS/EBS)		Vehicle height		Lights
Doors and exits		Reflectors		Body Interior / Cab
Indicators / Side repeaters		Body exterior		Excessive engine exhaust smoke
Fire extinguisher		First-aid kit		Emergency exit device
Seats / seat belts		Accessibility equipment/operation		Registration plates
Air build up / Leaks		AdBlue® if required		Malfunction Indicator Lamps

REPORT DEFECTS HERE:	Defect Assessment and Rectification:
----------------------	--------------------------------------


Defects rectified by: .....

Signature: ..... Date: .....  
 .....

## New and Expectant Mothers: Policy Guidance

### 1 Scope

This policy is applicable to all those employees who give written notification to the Bursar that they are pregnant, have given birth within the last six months or are breastfeeding.

### 2 Objectives

- 2.1 To identify those employees who are new & expectant mothers.
- 2.2 To ensure that a risk assessment of their work activities is undertaken.
- 2.3 To ensure that suitable arrangements are in place to protect the health, safety and welfare of such individuals.

### 3 Procedure

- 3.1 The Bursar will undertake / arrange for a specific Individual Risk Assessment for the employee.
- 3.2 The Risk Assessment will be carried out using the standard forms, attached at Appendix 1. It must be carried out with the specific employee and take account of any medical advice that has been provided by her doctor.
- 3.3 Once the Risk Assessment has been completed a copy must be retained by the Bursar and treated as confidential.
- 3.4 The individual assessed will be informed of any significant risks to them / their child. Any required actions or recommendations will be discussed with the Head Master / Mistress and /or Head of Department as appropriate.
- 3.5 The Risk Assessment should be reviewed on a regular [monthly] basis as the employee's condition changes. Any changes to the Risk Assessment must be fully documented and communicated both to the employee and Head of Department.
- 3.6 The individual assessed should:
  - inform their doctor of the nature of their work
  - follow any arrangements implemented for their protection at work
  - not act in a manner that could adversely affect their own health and safety, or that of their child
  - keep the Bursar / Head Master / Mistress / Head of Department informed of any concerns or difficulties they may have
- 3.7 The individual will be given a copy of the HSE leaflet "A guide for new and expectant mothers who work" ([www.hse.gov.uk/pubns/indg373.pdf](http://www.hse.gov.uk/pubns/indg373.pdf))



## Legal Requirements & Education Standards

### References:

A: Handbook for the Inspection of Schools - The Regulatory Requirements, Section B Part 3 ([www.isi.net](http://www.isi.net))

B: New and expectant mothers at work, a guide for employers, HSG 122 ([www.hse.gov.uk](http://www.hse.gov.uk))

C: ["Health and Safety at Work" Section H of the ISBA Model Staff Handbook,](#)

D: ["Health and Safety and Welfare at Work" Chapter N of the ISBA Bursar's Guide](#)

E: ["Insurance" Chapter K of the ISBA Bursar's Guide](#)

F: ["Guidelines for Environmental Design in Schools" DfE Guidance](#)

Policy Review & Update Process	
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Sub-Committee responsible for review	Buildings, Health and Safety Committee
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APPENDIX 1: New & Expectant Mothers - Risk Assessment

Name:	Dept:
Job Title:	Location:

Does your work involve:	Yes	No	Comments
Manual handling			
Working at height			
Standing for long periods			
Extremes of temperature			
Slippery surfaces			
Uneven floors			
Variations in level			
Working with DSE			
Night work / shifts			
Lone working			
Food preparation / smells			
Wearing a uniform			
Home working			
Excessive movement			

Are you exposed to:	Yes	No	Comments
Noise			
Radiation			
Biological agents			
Chemical agents			
Other (please specify)			

A second risk assessment will be carried out on the mothers return to work

## HEALTH & SAFETY POLICY

Initial Review Date:		
Assessor	Print:	Sign:
Person assessed	Print:	Sign:

Second Review Date:		
Assessor	Print:	Sign:
Person assessed	Print:	Sign:

## Noise: Policy Guidance

### 1 Scope

This guidance is applicable to all employees and pupils of the school who may come into contact with activities which may expose them to noise levels above the lower exposure action level as defined in the Control of Noise at Work Regulations 2005.

### 2 Objectives

- 2.1 To ensure that foreseeable working activities where individuals have the potential to come into contact with significant noise levels are identified.
- 2.2 To ensure that suitable and sufficient risk assessments are in place where significant risks have been identified.
- 2.3 To ensure that suitable control measures are put in place to protect the health, safety and welfare of those who may be affected by School activities.

### 3 Guidance

- 3.1 It is the School Policy to undertake an assessment of noise levels within its Premises where staff are considered to be at risk of hearing damage. Noise surveys will be arranged by the Bursar.
- 3.2 Any noise survey that is undertaken will:-
  - identify which areas are affected;
  - who is affected;
  - the frequency of the noise;
  - the engineering controls that could be implemented to reduce the noise levels;
  - establish ear protection zones (EPZ).
- 3.3 Areas which will be considered for noise surveys will include:
  - Physical education
  - Design & Technology workshops
  - Computer rooms
  - Construction activities
  - Music rooms
  - Maintenance work
  - Refurbishment activities
  - Special events (eg school discos, karaoke, firework displays)
  - General guidance
  - do your employees need to raise their voices to carry out a normal conversation when about 2m apart for at least part of the day?
  - is noise intrusive - like a busy street, a vacuum cleaner or a crowded restaurant - for most of the working day?
  - do your employees use noisy powered tools or machinery for more than half an hour each day?

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- are there noises due to impacts (hammering, drop forging, pneumatic impact?)
- 3.4 Where reasonably practicable, engineering controls to eliminate, or reduce the effect of noise will be implemented by the Maintenance Engineer / Heads of Department in conjunction with the Bursar.
- 3.5 Where noise levels cannot be reduced below the lower exposure action level, EPZ's will be defined and marked by Maintenance Managers in conjunction with Head of Department.
- 3.6 All personnel entering an EPZ will be required to wear suitable ear protection.
- 3.7 Details of assessments will be held by the Bursar / Maintenance Manager. Details will also be supplied to employees and their representatives as appropriate.
- 3.8 As part of our procurement process, the school will request information on noise emissions from suppliers of plant and machinery.
- 3.9 If staff are suspected of suffering from hearing impairment due to work activities then the Bursar will arrange for an occupational health evaluation.

### 4 Case Studies

At appendix 1 there are examples of school activities with solutions for noisy activities.

## Legal Requirements & Education Standards

### References:

A: Handbook for the Inspection of Schools - The Regulatory Requirements, Section B, Part 3 ([www.isi.net](http://www.isi.net))

B: Health and Safety Executive Noise homepage ([www.hse.gov.uk](http://www.hse.gov.uk))

C: [Health and Safety at Work" Section H of the ISBA Model Staff Handbook,](#)

D: "[Health and Safety and Welfare at Work" Chapter N of the ISBA Bursar's Guide](#)

E: "Insurance" Chapter K of the ISBA Bursar's Guide

F: [Guidelines for Environmental Design in Schools](#)" DCSF Guidance

Policy Review & Update Process	
Member(s) of SLT responsible for update	Bursar
Sub-Committee responsible for review	Buildings, Health and Safety Committee
ISBA template policy?	Y
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## Appendix 1 - Case Studies

### Advice to Teachers and other School Staff; practical advice and support for individuals

Situation	Initial Assessment	Solutions
<b>MUSIC</b>		
Teaching large groups	Medium risk	<p><b>Employer</b></p> <p>Undertake audiometry testing where necessary.</p> <p>Provide guidance on hearing protection (training).</p> <p>Provide information on recognising signs of hearing loss (training).</p> <p><b>School Management</b></p> <p>Provide sound reduction means in room (acoustic panels, curtains, carpets)</p> <p>Provide mobile acoustic panels for positioning among musicians</p> <p>Provide room of adequate size</p> <p>Provide hearing protection</p> <p><b>Staff</b></p> <p>Limit number of loud instruments</p> <p>Position louder instruments near rear of group</p> <p>Stand away from group</p> <p>Individual playing rather than whole group</p> <p>Smaller groups</p> <p>Use hearing protection</p> <p>Avoid standing near hard surface (e.g. whiteboards) that reflect sound</p>

**HEALTH & SAFETY POLICY**

<p>Large scale musical production</p>	<p>Medium risk</p>	<p><b>Employer</b></p> <p>As above</p> <p><b>School Management</b></p> <p>Develop improvements in acoustics in hall</p> <p>Provide mobile acoustic panels for positioning among musicians</p> <p>Provide hearing protection (specialist "acoustically balanced")</p> <p><b>Staff</b></p> <p>Select suitable premises (if options available)</p> <p>Arrangement of musical instruments</p> <p>Use hearing protection</p>
<p>Small music practice room</p> <p><i>Example</i></p> <p>Peripatetic music teacher complains of tinnitus and hearing loss. He teaches percussion 5 hours a day. Walls concrete, suspended ceiling &amp; floor carpeted.</p>	<p>Very high risk</p>	<p><b>Employer</b></p> <p>As above</p> <p><b>School Management</b></p> <p>As above +</p> <p>Consider replacement of traditional drum kit with electronic drum pads - with volume control.</p> <p>Fit instruments with "mufflers" to reduce noise output.</p> <p>Fix Acoustic panels to walls to reduce reverberation of noise.</p> <p><b>Staff</b></p> <p>As above</p>



Situation	Initial Assessment	Solutions
<b>SITE MAINTENANCE</b>		
<p>Building and equipment maintenance</p> <p><i>Example</i></p> <p>A school caretaker complains of headaches and ringing in his ears after using certain hand-held power tools for prolonged periods, such as a 240V power drill, in order to complete routine repair and maintenance tasks across the school.</p>	<p>Medium risk</p>	<p><b>Employer</b></p> <p>Undertake audiometry testing.</p> <p>Provide guidance on hearing protection (training).</p> <p>Provide information on recognising signs of hearing loss (training).</p> <p><b>School Management</b></p> <p>Is this a job for the caretaker or for a building contractor?</p> <p>Have all power tools been serviced and maintained in accordance with the manufacturer's recommendations.</p> <p>Obtain noise level information relating to the power hand tools from the supplier or manufacturer.</p> <p><b>Staff</b></p> <p>Consider can the job be done in a different but safer way, e.g., hang the picture with adhesive hooks instead of drilling holes.</p> <p>Consider whether a manual tool could be used instead.</p> <p>Provide hearing protection.</p>

Situation	Initial Assessment	Solutions
<b>DESIGN &amp; TECHNOLOGY</b>		
<p>Preparation of Materials</p> <p><i>Example</i></p> <p>A newly recruited Design &amp; Technology Technician is concerned about having to repeatedly use rather noisy woodworking machinery and complains of some ringing in his ears after prolonged use. On average the technician spends some 2-3 hours sawing or preparing timber on the school's circular saw, band saw and planer thicknesser. In addition, staff using nearby classrooms are also repeatedly complaining of excessive noise generated by this equipment when in use.</p>	<p>High risk</p>	<p><b>Employer</b></p> <p>As above +</p> <p>Carefully consider the location and design and layout of new workshops in the case of refurbishments and/or new build projects. In particular, the use of sound-absorbing materials in the construction of the building and/or the use of appropriate sound-absorbing cladding affixed to the walls and ceilings of workshops.</p> <p><b>School Management</b></p> <p>Consider purchasing the timber in pre-sawn/ready machined sections.</p> <p>Consider mounting the woodworking machinery on anti-vibration mounts or matting.</p> <p>Ensure that the woodworking machinery is regularly serviced and maintained in accordance with the manufacturer's recommendations.</p> <p>Ensure that the staff are competent to operate the equipment and therefore machining the timber correctly.</p> <p>Obtain noise level information relating to machinery from the supplier or manufacturer.</p> <p>Consider phasing out and replacing old machinery with new equipment capable of operating at reduced noise levels.</p> <p>Consider restricting the use of noisy machinery to certain times of the day and/or limit the length of time technician staff are permitted to operate.</p> <p>Consider establishing a 'hearing protection zone' around the noisy machines and providing appropriate hearing protection for technician staff (refer to findings of noise risk assessment).</p> <p><b>Staff - As above</b></p>

## HEALTH & SAFETY POLICY

Situation	Initial Assessment	Solutions
<b>PHYSICAL EDUCATION</b>		
<p>Sports Halls and Indoor Swimming Pools</p> <p><i>Example</i></p> <p>Physical Education Teacher teaches a range of sports in Sports Hall and swimming pool - she complains of tinnitus and headaches and that the sports hall echoes. Walls concrete, ceiling exposed beams and corrugated metal and solid, rubberised, floor</p>	<p>Medium risk</p>	<p><b>Employer</b></p> <p>Carefully consider the location and design and layout of new sports facilities in the case of refurbishments and/or new build projects. In particular, the use of sound-absorbing materials in the construction of the building and/or the use of appropriate sound-absorbing cladding affixed to the walls and ceilings.</p> <p>Undertake audiometry testing.</p> <p><b>School Management</b></p> <p>Reduce amount of time spent in Sports Hall by rotating teaching staff through the available teaching areas.</p> <p><b>Staff</b></p> <p>Report concerns to Head of Department.</p>

Situation	Initial Assessment	Solutions
<b>INFANT SCHOOL</b>		
<p>Classroom</p> <p><i>Example</i></p> <p>Foundation class teacher complains of "ringing in the ears" at the end of the school day, which disappears overnight. Classroom walls concrete, suspended ceiling &amp; floor part carpeted, part hard surface.</p>	<p>Medium risk</p>	<p><b>Employer</b></p> <p>Design out poor acoustics - refer to Building Bulletin 93 on acoustic design of classrooms.</p> <p>Undertake audiometry testing</p> <p><b>School Management</b></p> <p>Fix acoustic panels to walls to reduce reverberation of noise.</p> <p>Use a reactive Noise Warning Sign to raise awareness of excessive noise levels amongst pupils.</p>

**HEALTH & SAFETY POLICY**

		<p>Use soft furnishing in room to absorb sound.</p> <p><b>Staff</b></p> <p>Consider the task undertaken by class</p> <p>Consider classroom management.</p>
--	--	--

<b>Situation</b>	<b>Initial Assessment</b>	<b>Solutions</b>
<b>PRIMARY SCHOOL</b>		
<p>Classroom</p> <p><i>Example</i></p> <p>Primary school teacher complains of the noise levels when her class are getting ready to go home or just before lunch and break times from excited children or the scraping of chair feet across the floor.</p> <p>It is highly unlikely that the noise levels reach the Lower Action Value of the Control of Noise at work Regulations.</p>	<p>Low Risk</p>	<p><b>Employer</b></p> <p>Design out poor acoustics - refer to Building Bulletin 93 on acoustic design of classrooms.</p> <p>Undertake audiometry testing.</p> <p><b>School Management</b></p> <p>Consider acoustic panels in room.</p> <p>Consider suspended ceilings to reduce reverberations.</p> <p>Establish a policy or guidance on expected standards of behaviour for all pupils.</p> <p>Use soft furnishing in room to absorb sound.</p> <p>Carpet floors to reduce noise from scraping chairs</p> <p>Consider use of soft/rubber feet on chairs.</p> <p><b>Staff</b></p> <p>Maintain control of classroom in accordance with schools behaviour standards.</p> <p>Consider a timed 'silence game' at high risk times to help maintain control and an orderly exit from the classroom.</p>

Situation	Initial Assessment	Solutions
<b>SPECIAL EVENTS</b>		
Special events - school discos, Karaoke fun, etc...	Low risk	<p><b>General advice</b></p> <p>Turn volume down to a reasonable level where you do not have to shout to be heard.</p> <p>Do not stand next to speakers</p> <p>Maintain speaker equipment.</p> <p>Direct speakers away from quiet areas.</p> <p>Have designated quiet areas and take breaks away from noise.</p> <p>If using amplified music or 'regulated entertainment' consult with the local environmental health department noise team.</p>

Situation	Initial Assessment	Solutions
<b>MINIBUS DRIVING</b>		
Minibus driving	Low risk	<p><b>Employer</b></p> <p>Provide guidance on use and maintenance of road vehicles.</p> <p><b>School Management</b></p> <p>Maintain vehicles in good order to prevent unnecessary noise from loose components.</p> <p>Source funding to avoid use of old or dilapidated vehicles.</p> <p><b>Staff</b></p> <p>Report defects on vehicle.</p>

### 1 Scope

This guidance is applicable to all employees and pupils of the school who may come into contact with activities which may expose them to noise levels above the 2nd action level as defined in the Noise at Work Regulations 2005.

### 2 Objectives

- 2.1 To ensure that foreseeable working activities where individuals have the potential to come into contact with significant noise levels are identified.
- 2.2 To ensure that suitable and sufficient risk assessments are in place where significant risks have been identified.
- 2.3 To ensure that suitable control measures are put in place to protect the health, safety and welfare of those who may be affected by School activities.

### 3 Guidance

- 3.1 It is the School Policy to undertake an assessment of noise levels within its Premises where staff are considered to be at risk of hearing damage. Noise surveys will be arranged by the Bursar.
- 3.2 Any noise survey that is undertaken will:-
  - identify which areas are affected;
  - who is affected;
  - the frequency of the noise;
  - the engineering controls that could be implemented to reduce the noise levels;
  - establish ear protection zones (EPZ).
- 3.3 Areas which will be considered for noise surveys will include:
  - Physical education
  - Design & Technology workshops
  - Computer rooms
  - Construction activities
  - Music rooms
  - Maintenance work
  - Refurbishment activities
  - Special events (e.g. school discos, karaoke, firework displays)
  - General guidance
  - do your employees need to raise their voices to carry out a normal conversation when about 2m apart for at least part of the day?

## HEALTH & SAFETY POLICY

- is noise intrusive - like a busy street, a vacuum cleaner or a crowded restaurant
  - for most of the working day?
  - do your employees use noisy powered tools or machinery for more than half an hour each day?
  - are there noises due to impacts (hammering, drop forging, pneumatic impact?)
- 3.4 Where reasonably practicable, engineering controls to eliminate, or reduce the effect of noise will be implemented by the Maintenance Engineer / Heads of Department in conjunction with the Bursar.
- 3.5 Where noise levels cannot be reduced below the 2nd action level, EPZ's will be defined and marked by Maintenance Managers in conjunction with Head of Department.
- 3.6 All personnel entering an EPZ will be required to wear suitable ear protection.
- 3.7 Details of assessments will be held by the Bursar / Maintenance Manager. Details will also be supplied to employees and their representatives as appropriate.
- 3.8 As part of our procurement process, the school will request information on noise emissions from suppliers of plant and machinery.
- 3.9 If staff are suspected of suffering from hearing impairment due to work activities then the Bursar will arrange for an occupational health evaluation.
- 4 Case Studies

At appendix 1 there are examples of school activities with solutions for noisy activities.

## Legal Requirements & Education Standards

### References:

- A: Handbook for the Inspection of Schools - The Regulatory Requirements, Part 3 ([www.isi.net](http://www.isi.net))
- B: Health and Safety Executive Noise homepage ([www.hse.gov.uk](http://www.hse.gov.uk))
- C: ["Health and Safety at Work" Section H of the ISBA Model Staff Handbook](#),
- D: ["Health and Safety and Welfare at Work" Chapter N of the ISBA Bursar's Guide](#)
- E: ["Insurance" Chapter K of the Bursar's Guide by HSBC Insurance Brokers Ltd](#)
- F: ["Guidelines for Environmental Design in Schools" DCSF Guidance](#)

## Appendix 1 - Case Studies

### Advice to Teachers and other School Staff; practical advice and support for individuals

Situation	Initial Assessment	Solutions
<b>MUSIC</b>		
Teaching large groups	Medium risk	<p><b>Employer</b></p> <p>Undertake audiometry testing where necessary.</p> <p>Provide guidance on hearing protection (training).</p> <p>Provide information on recognising signs of hearing loss (training).</p> <p><b>School Management</b></p> <p>Provide sound reduction means in room (acoustic panels, curtains, carpets)</p> <p>Provide mobile acoustic panels for positioning among musicians</p> <p>Provide room of adequate size</p> <p>Provide hearing protection</p> <p><b>Staff</b></p> <p>Limit number of loud instruments</p> <p>Position louder instruments near rear of group</p> <p>Stand away from group</p> <p>Individual playing rather than whole group</p> <p>Smaller groups</p> <p>Use hearing protection</p> <p>Avoid standing near hard surface (e.g. whiteboards) that reflect sound</p>
Large scale musical production	Medium risk	<p><b>Employer</b></p> <p>As above</p>



		<p><b>School Management</b></p> <p>Develop improvements in acoustics in hall</p> <p>Provide mobile acoustic panels for positioning among musicians</p> <p>Provide hearing protection (specialist "acoustically balanced")</p> <p><b>Staff</b></p> <p>Select suitable premises (if options available)</p> <p>Arrangement of musical instruments</p> <p>Use hearing protection</p>
<p>Small music practice room</p> <p><i>Example</i></p> <p>Peripatetic music teacher complains of tinnitus and hearing loss. He teaches percussion 5 hours a day. Walls concrete, suspended ceiling &amp; floor carpeted.</p>	<p>Very high risk</p>	<p><b>Employer</b></p> <p>As above</p> <p><b>School Management</b></p> <p>As above +</p> <p>Consider replacement of traditional drum kit with electronic drum pads - with volume control.</p> <p>Fit instruments with "mufflers" to reduce noise output.</p> <p>Fix Acoustic panels to walls to reduce reverberation of noise.</p> <p><b>Staff</b></p> <p>As above</p>

<b>Situation</b>	<b>Initial Assessment</b>	<b>Solutions</b>
<b>SITE MAINTENANCE</b>		
Building and equipment maintenance	Medium risk	<p><b>Employer</b></p> <p>Undertake audiometry testing.</p>

## HEALTH & SAFETY POLICY

<p><i>Example</i></p> <p>A school caretaker complains of headaches and ringing in his ears after using certain hand-held power tools for prolonged periods, such as a 240V power drill, in order to complete routine repair and maintenance tasks across the school.</p>		<p>Provide guidance on hearing protection (training).</p> <p>Provide information on recognising signs of hearing loss (training).</p> <p><b>School Management</b></p> <p>Is this a job for the caretaker or for a building contractor?</p> <p>Have all power tools been serviced and maintained in accordance with the manufacturer's recommendations.</p> <p>Obtain noise level information relating to the power hand tools from the supplier or manufacturer.</p> <p><b>Staff</b></p> <p>Consider can the job be done in a different but safer way, e.g., hang the picture with adhesive hooks instead of drilling holes.</p> <p>Consider whether a manual tool could be used instead.</p> <p>Provide hearing protection.</p>
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Situation	Initial Assessment	Solutions
<b>DESIGN &amp; TECHNOLOGY</b>		
<p>Preparation of Materials</p> <p><i>Example</i></p> <p>A newly recruited Design &amp; Technology Technician is concerned about having to repeatedly use rather noisy woodworking machinery and complains of some ringing in his ears after prolonged use. On average the technician spends some 2-3 hours sawing or preparing timber on the school's circular saw, band saw and</p>	<p>High risk</p>	<p><b>Employer</b></p> <p>As above +</p> <p>Carefully consider the location and design and layout of new workshops in the case of refurbishments and/or new build projects. In particular, the use of sound-absorbing materials in the construction of the building and/or the use of appropriate sound-absorbing cladding affixed to the walls and ceilings of workshops.</p> <p><b>School Management</b></p>

## HEALTH & SAFETY POLICY

<p>planer thicknesser. In addition, staff using nearby classrooms are also repeatedly complaining of excessive noise generated by this equipment when in use.</p>		<p>Consider purchasing the timber in pre-sawn/ready machined sections.</p> <p>Consider mounting the woodworking machinery on anti-vibration mounts or matting.</p> <p>Ensure that the woodworking machinery is regularly serviced and maintained in accordance with the manufacturer's recommendations.</p> <p>Ensure that the staff are competent to operate the equipment and therefore machining the timber correctly.</p> <p>Obtain noise level information relating to machinery from the supplier or manufacturer.</p> <p>Consider phasing out and replacing old machinery with new equipment capable of operating at reduced noise levels.</p> <p>Consider restricting the use of noisy machinery to certain times of the day and/or limit the length of time technician staff are permitted to operate.</p> <p>Consider establishing a 'hearing protection zone' around the noisy machines and providing appropriate hearing protection for technician staff (refer to findings of noise risk assessment).</p> <p><b>Staff</b></p> <p>As above</p>
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Situation	Initial Assessment	Solutions
<b>PHYSICAL EDUCATION</b>		
<p>Sports Halls and Indoor Swimming Pools</p> <p><i>Example</i></p>	<p>Medium risk</p>	<p><b>Employer</b></p> <p>Carefully consider the location and design and layout of new sports facilities in the case of refurbishments and/or new build projects. In particular, the use of sound-absorbing materials in the construction of the building and/or the use of appropriate sound-absorbing cladding affixed to the walls and ceilings.</p>

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<p>Physical Education Teacher teaches a range of sports in Sports Hall and swimming pool - she complains of tinnitus and headaches and that the sports hall echoes. Walls concrete, ceiling exposed beams and corrugated metal and solid, rubberised, floor</p>		<p>Undertake audiometry testing.</p> <p><b>School Management</b></p> <p>Reduce amount of time spent in Sports Hall by rotating teaching staff through the available teaching areas.</p> <p><b>Staff</b></p> <p>Report concerns to Head of Department.</p>
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Situation	Initial Assessment	Solutions
<b>INFANT SCHOOL</b>		
<p>Classroom</p> <p><i>Example</i></p> <p>Foundation class teacher complains of "ringing in the ears" at the end of the school day, which disappears overnight. Classroom walls concrete, suspended ceiling &amp; floor part carpeted, part hard surface.</p>	<p>Medium risk</p>	<p><b>Employer</b></p> <p>Design out poor acoustics - refer to Building Bulletin 93 on acoustic design of classrooms.</p> <p>Undertake audiometry testing</p> <p><b>School Management</b></p> <p>Fix acoustic panels to walls to reduce reverberation of noise.</p> <p>Use a reactive Noise Warning Sign to raise awareness of excessive noise levels amongst pupils.</p> <p>Use soft furnishing in room to absorb sound.</p> <p><b>Staff</b></p> <p>Consider the task undertaken by class</p> <p>Consider classroom management.</p>

## HEALTH & SAFETY POLICY

Situation	Initial Assessment	Solutions
<b>PRIMARY SCHOOL</b>		
<p>Classroom</p> <p><i>Example</i></p> <p>Primary school teacher complains of the noise levels when her class are getting ready to go home or just before lunch and break times from excited children or the scraping of chair feet across the floor.</p> <p>It is highly unlikely that the noise levels reach the Lower Action Value of the Control of Noise at work Regulations.</p>	<p>Low Risk</p>	<p><b>Employer</b></p> <p>Design out poor acoustics - refer to Building Bulletin 93 on acoustic design of classrooms.</p> <p>Undertake audiometry testing.</p> <p><b>School Management</b></p> <p>Consider acoustic panels in room.</p> <p>Consider suspended ceilings to reduce reverberations.</p> <p>Establish a policy or guidance on expected standards of behaviour for all pupils.</p> <p>Use soft furnishing in room to absorb sound.</p> <p>Carpet floors to reduce noise from scraping chairs</p> <p>Consider use of soft/rubber feet on chairs.</p> <p><b>Staff</b></p> <p>Maintain control of classroom in accordance with schools behaviour standards.</p> <p>Consider a timed 'silence game' at high risk times to help maintain control and an orderly exit from the classroom.</p>

Situation	Initial Assessment	Solutions
<b>SPECIAL EVENTS</b>		
<p>Special events - school discos, Karaoke fun, etc...</p>	<p>Low risk</p>	<p><b>General advice</b></p> <p>Turn volume down to a reasonable level where you do not have to shout to be heard.</p> <p>Do not stand next to speakers</p>

**HEALTH & SAFETY POLICY**

		<p>Maintain speaker equipment.</p> <p>Direct speakers away from quiet areas.</p> <p>Have designated quiet areas and take breaks away from noise.</p> <p>If using amplified music or 'regulated entertainment' consult with the local environmental health department noise team.</p>
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<b>Situation</b>	<b>Initial Assessment</b>	<b>Solutions</b>
<b>MINIBUS DRIVING</b>		
Minibus driving	Low risk	<p><b>Employer</b></p> <p>Provide guidance on use and maintenance of road vehicles.</p> <p><b>School Management</b></p> <p>Maintain vehicles in good order to prevent unnecessary noise from loose components.</p> <p>Source funding to avoid use of old or dilapidated vehicles.</p> <p><b>Staff</b></p> <p>Report defects on vehicle.</p>

## OCCUPATIONAL HEALTH: POLICY GUIDANCE

### 1. OCCUPATIONAL HEALTH: POLICY GUIDANCE

#### 1.1 Scope

This guidance is applicable to all employees of the school. The school places great importance on the well-being of its staff.

#### 1.2 Objectives

1.2.1 To ensure that statutory requirements are met.

1.2.2 That health risks are identified and controlled as soon as possible

1.2.3 To ensure, so far as is reasonably practicable, the continued well-being of employees

#### 1.3 Guidance

1.3.1 The Bursar, supported by the School Nurse, will be responsible for the implementation of this policy. Heads of Department (including support departments) will be responsible for assisting with the identification of requirements within their areas of control.

1.3.2 The school will undertake health surveillance on employees where it is specified by law. Health surveillance will also be undertaken on employees where:

- (a) there is a known risk to the health of employees;
- (b) the health risk can be identified at an early stage; and
- (c) the identification of the condition will allow successful treatment.

1.3.3 Areas where consideration of health surveillance is required will include exposure to:

- (a) Noise or vibration.
- (b) Solvents, dusts, fumes, biological agents and other substances hazardous to health.
- (c) Asbestos, lead or work with compressed air.
- (d) Ionising radiation. (including radon gas)

1.3.4 Health surveillance may take the form of:

- (a) Periodic health questionnaires
  - (i) Where pre-employment question are asked, employers can only ask them to help:
    - (1) Establish whether any reasonable adjustments need to be made for applicants during the selection process.
    - (2) Decide whether an applicant can carry out a function essential to the job.

- (3) Monitor diversity among job applicants.
    - (4) Take positive action to assist disabled people.
  - (b) Pre-employment and return to work (after long-term illness / injury) medical examinations; and / or
  - (c) Prescribed health surveillance required under specific legislation, which may include:
    - (i) Skin inspections.
    - (ii) Audiometry.
    - (iii) Lung function tests.
- 1.3.5 All reasonably practicable corrective action to ensure the health and safety of employees identified as suffering from work-related illness will be taken. Reference should also be made to:
  - (a) Alcohol, drugs and substance misuse policy.
  - (b) Display Screen Equipment Policy.
  - (c) Stress Management Policy.
- 1.3.6 The Medical Centre / School Nurse will be responsible for maintaining records of any health surveillance, which should be kept for at least 40 years (this is a legal requirement.e.g. under the Control of Substances Hazardous to Health Regulations). Information kept should include:
  - (a) Surname
  - (b) Forename
  - (c) Gender
  - (d) Date of birth
  - (e) Permanent address including post code
  - (f) National insurance number
  - (g) The date the check was carried out and by whom
  - (h) The outcome of the test / check
  - (i) Factual details of any decision taken by the occupational health professional in relation to the individual's work
- 1.3.7 The results of any health surveillance will remain confidential. Any medical records associated with health surveillance will be subject to the provisions of the Data Protection Act and General Data Protection Regulations.



Legal Requirements & Education Standards

References:

A: Commentary on the Regulatory Requirements, Section B Part 3 ([www.isi.net](http://www.isi.net))

B: Health Surveillance home page ([www.hse.gov.uk](http://www.hse.gov.uk))

C: "Health and Safety at Work" Section H of the ISBA Model Staff Handbook

D: "Health and Safety and Welfare at Work" Chapter N of the ISBA Bursar's Guide

E: "Insurance" Chapter K of the ISBA Bursar's Guide

Recommended review period: Annual

Review by: Bursar / School Nurse

Date reviewed: March 2023

## Pupil Supervision: Policy Guidance

### 1 Scope

This guidance is applicable to all those involved in pupil supervision at the school.

### 2 Objectives

- 2.1 To ensure that pupils are appropriately supervised during school activities
- 2.2 To consider supervision on arrival and departure from the school
- 2.3 To consider the supervision of boarders and Early Years Foundation Stage ("EYFS") pupils

### 3 Guidance

- 3.1 The Bursar will be responsible for the implementation of this policy.
- 3.2 Pupils arrival and departure:
  - Normal school hours are 0750 - 1800
  - Pupils are not allowed on site without supervision
  - Where pupils are on site outside of normal hours, at least one member of the teaching staff will be present
- 3.3 Teaching staff will supervise pupils during breaks and lunchtimes.
- 3.4 Separate arrangements will be made for supervision during play / concert rehearsals or similar events.
- 3.5 Members of the PE department will supervise pupils for home and away sports events and matches
- 3.6 For Boarders school procedures will be in place for:
  - time expected for return for prep
  - escort arrangements for leaving the boarding house after prep
  - for year 12 and 13 pupils agreed time of return where they are allowed to leave the boarding house after prep
- 3.7 Registration:
  - a register is taken of pupils at the start of the morning and afternoon sessions. Parents are responsible for notifying the school if their child is absent for any reason. The school will contact the parent if a child fails to arrive at school without an explanation.
  - for Boarders, a signing in / out system is in place for leaving the school and a register of attendance at the boarding house

- Additionally for EYFS, a child will only be released at the end of his / her session into the care of a parent or other individual whose name has been notified to the school in writing in advance.
- 3.8 Medical Support:
- a qualified nurse is on duty in the Medical Centre to administer first aid and deal with accidents and emergencies, including illness
  - a number of staff are trained first aiders and are available to give emergency first aid treatment
- 3.9 Pupils will not have unsupervised access in designated areas which will include:
- swimming pools
  - gymnastic / athletic & climbing activities
  - science laboratories
  - design and technology rooms
  - theatre
  - ceramic stores
  - CCF store
  - flammable material stores
  - grounds, maintenance, catering and caretaking areas
- 3.10 Designated areas will be kept securely locked when not in use.
- 3.11 Travelling to and from school:
- Parents are responsible for ensuring that their children travel safely to and from school
  - Pupils are not supervised by a member of staff when travelling on school buses, but are expected to behave responsibly. Complaints of unsatisfactory behaviour will be investigated.
  - A Caretaker will be on duty when school buses arrive and depart.
- 3.12 Educational Visits:
- Arrangements are detailed in Educational Visits and Educational Visits for EYFS children policy guidance
- 3.13 All staff will be given details of this policy on induction and when any significant changes occur.

## Legal Requirements & Education Standards

### References:

- A: Handbook for the Inspection of Schools - The Regulatory Requirements, Section B Part 3 ([www.isi.net](http://www.isi.net))
- B: Reference Guide to the key standards in each type of social care service inspected by Ofsted ([www.ofsted.gov.uk](http://www.ofsted.gov.uk))
- C: ["Health and Safety at Work" Section H of the ISBA Model Staff Handbook](#),
- D: ["Health and Safety and Welfare at Work" Chapter N of the ISBA Bursar's Guide](#)
- E: "Insurance" Chapter K ISBA Bursars Guide
- F: Early Years Inspection Handbook for OFSTED registered provision ([www.isi.net](http://www.isi.net))

## Radon: Policy Guidance

### 1 Scope

This guidance is applicable to all those on school premises who may be potentially exposed to radon. Radon is a naturally occurring clear, odourless gas that escapes from rock beneath the earth's surface and can seep out of the ground and build up in houses and indoor workplaces.

### 2 Objectives

- 2.1 To ensure that exposure to radon is considered where appropriate
- 2.2 That where radon is identified as a risk that appropriate control measures are put in place.

### 3 Guidance

- 3.1 The Bursar / Maintenance Engineer will be responsible for the implementation of this policy.
- 3.2 The Bursar / Maintenance Engineer will consult the definitive radon dataset at [www.ukradon.org](http://www.ukradon.org) to see if their premises are located in an affected area.
- 3.3 Where premises are located in an affected area, the Bursar / Maintenance Engineer will arrange for a radon survey to be undertaken by a competent person. This may be by the supply of passive detectors from a validated laboratory. The UK Health Security Agency website contains up to date details of validated laboratories.
- 3.4 The survey should be conducted in any building or basement where its location and characteristics suggest that elevated levels may be found and significant exposures to employees and/or other persons are possible.
- 3.5 Where results indicate levels above 400 becquerels per cubic metre a specialist radon removal contractor should be consulted. The contractor should consider guidance from the Building Research Establishment website "Descriptions of Radon Solutions".
- 3.6 The risk from radon in affected areas should be reviewed when significant building / new building works are undertaken.

## Legal Requirements & Education Standards

### References:

- A: Handbook for the Inspection of Schools - The Regulatory Requirements, Section B Part 3 ([www.isi.net](http://www.isi.net))
- B: Health & Safety Executive ([www.hse.gov.uk/radiation/ionising/radon.htm](http://www.hse.gov.uk/radiation/ionising/radon.htm))
- C: ["Health and Safety at Work" Section H of the ISBA Model Staff Handbook](#),
- D: ["Health and Safety and Welfare at Work" Chapter N of the ISBA Bursar's Guide](#)
- E: ["Insurance" Chapter K of the ISBA Bursar's Guide](#)
- F: Buildings Research Establishment ([www.bre.co.uk/radon](http://www.bre.co.uk/radon))
- G: UK Health Security Agency (<https://www.gov.uk/government/organisations/uk-health-security-agency>)
- H: Ionising Radiation Regulations 2017

Policy Review & Update Process	
Member(s) of SLT responsible for update	Bursar
Sub-Committee responsible for review	Buildings, Health and Safety Committee
ISBA template policy?	Y
Last Updated	Please see Page 1

## Risk Assessment: Policy Guidance

### 1. Risk Management and Risk Assessment Policy Guidance to support child protection and safeguarding

#### 1.1 Scope

This guidance is applicable to all those with responsibility for developing / implementing risk management strategy and undertaking risk assessments for activities which are under their control. This includes the requirements of the Independent Schools Standards Regulations (ISSRs) 2014, National Minimum Standards for Boarding and Early Years Foundations Stage.

#### 1.2 Objectives

- 1.2.1 To ensure that major risks are identified and managed as part of an overarching policy with a view to promoting children's welfare.
- 1.2.2 To meet the ISSR requirement for a written risk assessment policy to be in place and to meet the requirement for leadership in and management of schools.
- 1.2.3 To ensure that suitable and sufficient risk assessments are undertaken for activities where there is likely to be significant risk including school trips
- 1.2.4 That identified control measures are implemented to control risk so far as reasonably practicable.
- 1.2.5 That those affected by school activities have received suitable information on what to do.
- 1.2.6 That the risk management strategy and risk assessments are recorded and reviewed when appropriate.
- 1.2.7 To identify those in the school responsible for conducting risk assessment and monitoring its implementation.

#### 1.3 Guidance

- 1.3.1 The Head Teacher and Governors will be responsible for the overarching risk management policy of the school. The overall strategy will be formally reviewed on an annual basis. Schools should note that the responsibilities of governors and/or senior managers may be delegated.
- 1.3.2 It is for each individual school to decide which are its key risk areas, but it is suggested that the following are included:
  - (a) pupil supervision (including safeguarding and welfare requirements). This will include implementation of the School designated safeguarding lead ("DSL") but will also cover a range of responsibilities outside safeguarding
  - (b) school trips
  - (c) management of visitors on school premises
  - (d) fire and emergencies

- (e) traffic and pedestrian interaction on site
  - (f) management of hazardous substances
  - (g) use of hazardous equipment e.g. in DT, Art etc
  - (h) legionella
  - (i) asbestos
  - (j) the suitability of staff to undertake designated roles and checks to ensure that they are suitable including staff not employed by the school who work with pupils on another site
  - (k) risk areas which are not directly related to health and safety, including but not limited to:
    - (i) financial
    - (ii) recruitment procedures including governing body oversight
    - (iii) reputational
    - (iv) terrorism, including the prevention of fundamentalism and extremism
    - (v) pupil self-harming
    - (vi) security, specifically in boarding or EYFS areas, as appropriate
- 1.3.3 Part 3, para 16 of the ISSRs identify that a dedicated risk assessment policy is required of schools but can consist of an existing policy suitably updated and identified. The policy must be in place to control major risks and identify sufficiently detailed procedures for risk assessment. It is not suitable for the information to be woven amongst several documents. The detail required (non-exhaustive) should include:
- (a) when to complete risk assessments
  - (b) who is responsible for drafting and checking
  - (c) records to be kept
  - (d) training requirements for staff
- 1.3.4 The risk management strategy will include the assignment of roles to competent persons (either internal or external) and associated training will be provided.
- 1.3.5 The Deputy Head/ Bursar / Head of Department will be responsible for the implementation of the risk assessment policy.
- 1.3.6 This guidance is applicable to general risk assessment. Where specialist skills are required, eg asbestos, fire, water quality, radon gas and hazardous substances, there is separate policy guidance in place. Teaching area risk assessment checklists are also in place for guidance.
- 1.3.7 All staff will receive guidance on risk assessment as part of their induction. This will be refreshed on an annual basis. Risk assessment training will be provided on specific areas where identified by the Bursar / Maintenance Engineer / Head of Department.
- 1.3.8 A template risk assessment form is included at Appendix 1 to this guidance. The school adopts the CLEAPSS Advisory Service model risk assessments for lessons in Science and Design & Technology.
- 1.3.9 Risk assessments will take into account:
- (a) hazard - something with the potential to cause harm



- (b) risk - an evaluation of the likelihood of the hazard causing harm
- (c) risk rating - assessment of the severity of the outcome of an event
- (d) control measures - physical measures and procedures put in place to mitigate the risk

- 1.3.10 The risk assessment process will consist of the following 6 steps:
- (a) what could go wrong
  - (b) who might be harmed
  - (c) how likely is it to go wrong
  - (d) how serious would it be if it did
  - (e) what are you going to do to stop it
  - (f) how are you going to check that your plans are working
- 1.3.11 The Deputy Head/ Bursar / Head of Department will be responsible for the maintenance of risk assessment records. Where the policy is reviewed schools should identify how the review is recorded and considered e.g. by a H&S committee or similar.
- 1.3.12 Risk assessments will be reviewed:
- (a) when there are changes to the activity
  - (b) after a near miss or accident
  - (c) when there are changes to the type of people involved in the activity
  - (d) when there are changes in good practice
  - (e) when there are legislative changes
  - (f) annually if for no other reason
- 1.3.13 A list of areas (non-exhaustive) which will require risk assessment is included at Appendix 2.

### Appendix 1: Risk Assessment Template

School name:

<b>What are the hazards?</b>	<b>Who might be harmed and how?</b>	<b>What are you already doing?</b>	<b>Do you need to do anything else to manage this risk?</b>	<b>Action by whom?</b>	<b>Action by when?</b>	<b>Done</b>	<b>Arrangements for monitoring by senior staff</b>

You should review your risk assessment if you think it might no longer be valid, e.g. following an accident in the workplace, or if there are any significant changes to the hazards in your workplace, such as new equipment or work activities.

**Appendix 2: Areas requiring risk assessment (non-exhaustive)**

- Educational
  - science experiments
  - design & technology
  - food technology
  - sport and PE activity
  - Duke of Edinburgh award
  - art
  - CCF
  - music
  - drama & dance
  - general classroom
  - school trips
- Support
  - catering and cleaning
  - caretaking and security
  - legionella
  - asbestos
  - radon gas
  - maintenance
  - grounds / traffic management
  - office
  - site visitors
  - fire & emergencies
- Pupil Safeguarding and Welfare

## Legal Requirements & Education Standards

### References:

- A: Handbook for the Inspection of Schools - The Regulatory Requirements, Section B Part 3 (<http://www.isi.net/>)
- B: Health & Safety Executive, Five steps to risk assessment (<http://www.hse.gov.uk/risk/fivesteps.htm>)
- C: Health and Safety Advice on Legal Duties and Powers for Local Authorities, Head Teachers, Staff and Governing Bodies (2014), DfE website.
- D: Health and Safety at Work" Section H of the ISBA Model Staff Handbook,
- E: "Health and Safety and Welfare at Work" Chapter N of the ISBA Bursar's Guide
- F: "Insurance" Chapter K of the ISBA Bursar's Guide
- G: Early Years Foundation Stage: Statutory Framework
- H: Charities and Risk Management, The Charities Commission CC26 ([www.charity-commission.gov.uk](http://www.charity-commission.gov.uk))
- I: Helping your board to meet their responsibilities: How to Manage risk - NCVO([www.ncvo-vol.org.uk](http://www.ncvo-vol.org.uk))
- J: Prevent duty guidance ([www.gov.uk/government/publications/prevent-duty-guidance](http://www.gov.uk/government/publications/prevent-duty-guidance))
- K: National Minimum Standards for Boarding Schools September 2022

Policy Review & Update Process	
Member(s) of SLT responsible for update	Bursar
Sub-Committee responsible for review	Buildings, Health and Safety Committee
ISBA template policy?	Y
Last Updated	Please see Page 1

## Safety Instruction and Training (Including Induction) Policy Guidance

### 1 Scope

This guidance applies to the provision of health and safety training within the school.

### 2 Objectives

- 2.1 To ensure that all employees (including temporary workers) are adequately trained to carry out their role in a safe and healthy manner.
- 2.2 To ensure that health & safety training requirements at all levels within the school are identified and reviewed.
- 2.3 To meet any statutory training requirements for specific activities.

### 3 Guidance

- 3.1 All new employees will be given a safety induction training by the Bursar / Pastoral Deputy Head to include:-
  - fire precautions and safety procedures;
  - first aid and accident reporting arrangements;
  - general information on health and safety;
  - known hazards in the workplace and the control measures in place;
  - the schools policy and procedures;
  - specific topics relating to that person's role and their place of work, including departmental policies and risk assessments
- 3.2 Specialist job related training will be conducted / organised as follows:
  - Minibus - Educational Visits Officer / Head of PE / Duke of Edinburgh Co-ordinator
  - Physical Education and Swimming – Head of PE
  - Science related - Head of Science
  - Design and Technology related - Head of D&T
  - Catering and Cleaning - Catering Manager / Bursar
  - First Aid - School Nurse / Bursar
  - Any individual requirements for subject / activity specifics - Head of Department / Line Manager
- 3.3 Refresher training will be given as appropriate to changes within the workplace and the role of the individual.
- 3.4 Records of training will be kept by the Bursar / Head of Department / training organiser as appropriate

## Legal Requirements & Education Standards

### References:

A: Handbook for the Inspection of Schools - The Regulatory Requirements, Section B Part 3 ([www.isi.net](http://www.isi.net))

B: Health and Safety Executive ([www.hse.gov.uk](http://www.hse.gov.uk))

C: [Health and Safety at Work" Section H of the ISBA Model Staff Handbook,](#)

D: [" Health and Safety and Welfare at Work" Chapter N of the ISBA Bursar's Guide](#)

E: ["Insurance" Chapter K of the ISBA Bursar's Guide](#)

F: [Guidelines for Environmental Design in Schools" DfEguidance](#)

Policy Review & Update Process	
Member(s) of SLT responsible for update	Bursar
Sub-Committee responsible for review	Buildings, Health and Safety Committee
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## Security, Access Control, Workplace Safety and Lone Working Policy (Non ISBA)

### INTRODUCTION

The requirement for schools to ensure the safety and security of their premises rests on the general provisions of ISI Regulatory Standard 3 (2) (b), covering "the welfare, health and safety of pupils". NMS 41 imposes a requirement on boarding schools to "have their accommodation secure from public intrusion. "EYFS providers' premises "must be safe and secure both indoors and outdoors." Providers "must only release children into the care of individuals named by the parent." They "must ensure that children do not leave the premises unsupervised" and "prevent intruders entering the premises."

Security is treated as part of health and safety and is subject to the same regime of risk assessment. Schools are encouraged to cooperate with their local police forces, fire and rescue services and local communities, and aim to achieve a balance between providing reasonable security protecting pupils, staff, parents, visitors and contractors, and turning the school into a fortress.

### CONTENTS OF POLICY

Schools are traditionally very open places, of varying size and complexity and whose facilities are widely used by their local communities. There are many sources of professional advice on ways of improving security and controlling access. Some Police Forces have a separate Crime Prevention Design Advisor; and every Force has a Crime Prevention Officer who will give free advice to schools on effective security measures. Schools' Insurers are usually happy to arrange free surveys for schools. Finally, there are specialist risk assessors.

Governors, who are responsible for a school's security strategy, will need to monitor and review the security policy and procedures from time to time. Within a school, executive responsibility rests with the Head, with operational responsibility devolved to the Bursar, as the Security Coordinator. Day to day responsibility is delegated to Bursar/Premises Manager and his team. The School's health and safety committee will be the main forum within the school for discussing security issues, and monitoring risk assessments, induction and training programmes, and assessing the effectiveness of the physical and electronic security measures adopted by the school.

### RELATED POLICIES THAT ARE REQUIRED OF SCHOOLS

- [Management of Health and Safety in Schools](#)
- [Fire Safety Procedures and Risk Assessments](#)
- [Educational Visits Policy](#)
- [Recording and Reporting Accidents to staff, pupils and visitors](#)
- [Use of ICT, mobile phones and other electronic devices](#)
- [Vehicles and On-site movements](#)
- [Information for Parents of EYFS and Early Years Children](#)

### INTRODUCTION

Our policy for the security and workplace safety at Bickley Park School is primarily to provide a safe and secure environment in which our pupils can learn, our staff can work and our visitors can freely come and go. Its second objective is to protect our buildings and grounds, together with the

## **HEALTH & SAFETY POLICY**

equipment belonging to the school and the personal possessions of everyone in our community.

### **RESPONSIBILITIES**

#### The Head

The Head has overall responsibility for health and safety on site. This includes ensuring there are suitable arrangements in place for security, workplace safety and lone working and monitoring and reviewing these arrangements on a regular basis.

#### The Bursar

The Director of Sport /Bursar is responsible for the physical security of the buildings, for locking and unlocking external buildings and windows at the start and close of every day, switching on and off security alarms and for carrying out regular checks of the site (both when it is occupied and unoccupied. Their team manages the CCTV system from the monitors in the Bursar's School office. The Bursar ensures that at least one member of staff is on duty or on call 24 hours a day, 7 days a week, and 365 days a year, including public holidays. The Director of Sport always remains on duty (as opposed to on call) until they have checked that the building is locked and empty.

The Director of Sport will summon the Emergency Services, if the security or fire alarms go off outside the hours that the School Office is staffed, (unless he is pre-warned of a planned fire practice).

#### The Head of Digital Learning

The Head of Digital Learning and his team are responsible for maintaining a safe IT technical infrastructure at the school. Their responsibilities include protecting the network and equipment from attack by viruses, maintaining robust firewalls to safeguard or prevent inappropriate usage, and ensuring the security of our electronic hardware. All school computers, printers, copiers, scanners, projectors, screens and other electronic equipment are marked with the school's logo, and a register is maintained of all equipment showing: make, date of purchase, cost and location in the school. The asset register is audited and updated annually.

#### Teaching Staff on Duty

At least one member of the teaching staff is always present on duty in order to supervise pupils whenever they are in the school outside normal school hours. Pupils are not allowed to be unsupervised on site, and are expected to go home in Pre Prep by 6.00pm and Prep by 6.30pm. Arrangements are made to ensure pupils are supervised during play and concert rehearsals, or other events that bring small groups into school out of hours.

### **RISK ASSESSMENTS**

The Bursar has conducted risk assessments on the security and safety of the grounds and all the buildings. A copy of these risk assessments, together with a copy of this policy is in the Health and Safety folder in the Bursar's office..



### VISTIORS AND CONTRACTORS

All visitors and contractors are required to sign in at our Reception, where they are issued with a visitor's badge, which should be worn at all times. They are shown the school's emergency evacuation notice and the way to the assembly point. Visitors and contractors wait in the Reception Area and are collected by the person whom they have come to see. All staff are expected to escort their visitors whilst they are at the school and to ensure that they sign out and return their badges on leaving.

When large numbers of visitors are at the school for open days, plays, concerts, exhibitions and other events, a brief announcement is made advising them of the location of the emergency exits that they should use in the event of the alarms sounding. Any such event is subject to our risk assessment policy.

#### Access Control

There are electronic gates at the Nursery entrance. The entrance to the Nursery Department is always locked when EYFS children are in school.

#### Parking Facilities and Deliveries

There are clear signs directing visitors to our visitors' car park

There are warning signs restricting speed to 5mph, and speed humps to restrict speed. We require all delivery lorries to be fitted with audible reversing alarms, and our Catering Manager has instructed our regular suppliers to make all food deliveries before 8.00am. Deliveries are not permitted between the hours of 3.30 and 4.30 pm, which are times of high pupil movement.

#### Reception

The School Receptions are manned between 8.00am and 4.45 pm during weekdays in term-time. The staff are given advance warning of fire practices. If either alarm goes off for any other reason, the staff have standing instructions to summon the Emergency Services.

Small monitors covering the CCTVs located at the front door and the vehicle and pedestrian entry points are visible to the Pre Prep Receptionist on duty and in the Bursars office; but not to passers-by.

#### Training

All staff receive a briefing on security and workplace safety within their first week at the school. This includes advice on:

- Supervising pupils, where new members of the teaching staff are given training in registration, in the arrangements for supervising pupils.
- Safeguarding their personal possessions.
- Safeguarding the school's property. Staff are asked to follow an agreed procedure for taking equipment, such as laptops off the site, and for returning them.
- Measures to deter opportunist thieves, such as closing windows and blinds when leaving valuable equipment unsupervised.
- Keeping outside doors shut.
- Arrangements for late and lone working

## HEALTH & SAFETY POLICY

- Staff who work in the Nursery Department or with EYFS children receive induction training that covers the needs of our youngest pupils.

The briefing also covers:

- The location of the school's CCTV cameras in the high risk areas of the school, together with the school's monitoring procedures.
- The procedure for booking in visitors and escorting them.
- The value of being curious about strangers, and of reporting concerns.
- The regime of login and password protection for electronic equipment.
- How staff are trained in keeping pupils safe. (See policy on Induction of new staff in Child Protection).

### Lone Working

If a member of staff wishes to work after 7.00pm, or the normal school closure time when there is no function, they must arrange to do so in advance with the Assistant Head, who will make sure that the individual is fully aware of how to lock the final door and set the alarm. The late worker should collect one of the school's portable panic alarms and ensure that it remains within reach for as long as she/he is alone in the building. They should notify the Assistant Head once they have left for the night

### Pupils

We use PSHE and form discussions to promote awareness of safety amongst all age groups. The local Police Community Safety Officer are involved in a programme of safety discussions, which covers:

- Travelling on foot
- Using public transport
- Safeguarding mobile phones and other personal possessions.

This programme continues in higher years and is linked with our PSHE programmes on anti-bullying and the safe use of ICT, mobile phones and other electronic devices.

Every pupil is given a locker for the storage of his or her personal possessions. We encourage pupils not to bring large amounts of money or valuables to school. We have cashless dining/the cost of lunches is included in the school fees.

### Use of School Facilities by Members of the Local Community

Local community groups use our sports and drama facilities outside school hours, at weekends and in the holidays. We regulate their use by hire agreements that cover practical matters such as: hours of usage, rent, insurance and security. A member of our staff is always on site when outside groups are present.

## PHYSICAL SECURITY MEASURES

External doors and windows

All external doors and windows are fitted with locks. The windows that give access to the IT suites and to other areas containing valuable equipment are fitted with grilles and blinds, which are closed every evening.

## **HEALTH & SAFETY POLICY**

All external doors to buildings are fitted with key locks or code-operated security locks, which are always in operation.

### **Security Alarms**

Every external door is linked to the security alarm system. The alarm is regularly maintained and conforms to British standards and is operated in accordance with the recommended code of practice. All external doors are also fitted with key locks or pad codes which are always in operation.

### **Unsupervised Access by Pupils**

We ensure that pupils do not have unsupervised access to potentially dangerous areas, such as the swimming pool, the science laboratories, the design technology rooms, etc. Doors to these areas are kept locked at all times when not in use. All flammables are kept securely locked in appropriate storage facilities. Pupils do not have access to the Grounds, Maintenance, Catering and Caretaking areas of the school. (See our separate policy on the supervision of pupils).

### **Security of Electronic Property**

Notices are displayed in the IT suites advising that all computers are password protected and cannot be activated without a recognised login and password.

### **Marking Property**

All valuable and electronic property is marked clearly [with the school's logo] as a deterrent to theft. A register of non-electronic valuables is maintained by the Bursar. The IT Director maintains the register of electronic equipment. Both registers are reviewed annually.

### **Security Lights**

We use security lights to protect the outside of our buildings. They are fitted to every external door and pathway around each building and connecting with the pedestrian entrance and the car parks.

### **CCTV**

We have CCTV cameras covering the main entrance used by visitors, the pedestrian and vehicle gates, and the entrances to all other school buildings. We do not have CCTV cameras inside any buildings. We have a total of 6 cameras, all of which are equipped with IR night vision and are vandal and weather proof.

We have notified the Information Commissioner that the school operates a CCTV system for the prevention and detection of crime and for the protection of pupils, staff and visitors. In accordance with the law, we do not use CCTV for any other purposes, nor provide images to any third party, save to law enforcement bodies. We conduct an annual audit and review of our use of CCTV, and display signs at our entrances, warning of its usage. Our main monitors are in the Bursar's office to which access is restricted.

The Bursar is trained in operating, recording and retaining images taken. They are aware of the procedure for handling requests for the disclosure of their own image by individuals.

## HEALTH & SAFETY POLICY

Our CCTV system is serviced annually and cameras are checked regularly to ensure that they continue to provide clear images.

### Monitoring

Physical control measures are regularly maintained and are regularly checked to ensure they are functioning.

All doors, windows and gates are checked by the Director of Sport when locking up.

Regular checks are made by the staff throughout the day to ensure that restricted areas remain secured.

### MAINTAINING A SAFE AND SECURE ENVIRONMENT

The safety of the children is our highest priority, and because they are so young, we need to be particularly vigilant. We will therefore:

- Only allow a child to go home with someone other than their parent(s) if we have received advance permission (preferably in writing) that he or she may be collected by another adult
- Never allow a child to leave the premises unsupervised. There is always at least one adult in charge of the outside play area - which is fenced off from the rest of the school
- Ask all visitors to identify themselves and to state their business before we give them access to the premises. Visitors sign in, wear security badges and are escorted throughout their visit. They sign out on leaving
- Register all pupils at the start of the morning and afternoon sessions
- Check all pupils out as they are collected by their parents or carers

Policy Review & Update Process	
Member(s) of SLT responsible for update	Bursar
Sub-Committee responsible for review	Buildings, Health and Safety Committee
ISBA template policy?	Y
Last Updated	Please see Page 1

## Smoking: Policy Guidance

### 1 Scope

This guidance is applicable to all those persons who may be on school premises.

### 2 Objectives

- 2.1 To ensure that statutory requirements are met.
- 2.2 To protect non-smokers from the adverse health effects of environmental tobacco smoke in the workplace
- 2.3 To demonstrate the schools commitment to promoting the health of pupils and staff

### 3 Guidance

- 3.1 The Head Teacher will be responsible for the implementation of this policy.
- 3.2 Smoking is prohibited on school premises as specified in the Smoke-free (Premises and Enforcement) Regulations 2006
- 3.3 The School shall be a smoke free site unless it takes place within a designated smoking area (such as a Caretaker's house)
- 3.4 A designated smoking area is a location within the schools campus that is not enclosed or "substantially enclosed" and has been designated.
- 3.5 The prohibition of smoking will apply during school related activities which are undertaken outside school premises.
- 3.6 The School provides information and support for smokers to quit.

## Legal Requirements & Education Standards

### References:

A: Handbook for the Inspection of Schools - The Regulatory Requirements, Section B, Part 3 ([www.isi.net](http://www.isi.net))

B: Health Surveillance home page ([www.hse.gov.uk](http://www.hse.gov.uk))

C: Health and Safety at Work" Section H of the ISBA Model Staff Handbook,

D: "Health and Safety and Welfare at Work" Chapter N of the ISBA Bursar's Guide

E: "Insurance" Chapter K of the ISBA Bursar's Guide

F: [www.nhs.uk](http://www.nhs.uk), stop smoking pages.

G: DfE and ACPO drug advice for schools: [www.gov.uk](http://www.gov.uk)

Policy Review & Update Process	
Member(s) of SLT responsible for update	Bursar
Sub-Committee responsible for review	Buildings, Health and Safety Committee
ISBA template policy?	Y
Last Updated	<b>Please see Page 1</b>

## Stress Management: Policy Guidance

### 1 Scope

This guidance is applicable to all employees of the school. Stress is defined as "the adverse reaction people have to excessive pressure or other types of demand placed on them".

### 2 Objectives

- 2.1 To ensure that work is appropriately designed, organised and managed.
- 2.2 To ensure that the HSE management standards are considered
- 2.3 That there are appropriate support mechanisms in place to assist individuals where stress related issues have been identified

### 3 Guidance

- 3.1 The Bursar or Head Teacher will be responsible for the implementation of this policy as appropriate.
- 3.2 The Head Teacher and Heads of Department will consider the HSE management standards when looking at workplace management, these are:
  - Demands, including workload, work patterns and the work environment
  - Control, regarding how much say the individual has in the way they do their work
  - Support, including encouragement and resources provided by the organisation
  - Relationships, and the promotion of positive working together with dealing with unacceptable behaviour
  - Role, so that people understand their place and purpose within the school
  - Change, and the way in which communication is undertaken
- 3.3 In practical terms, the Head Teacher and Heads of Department will:
  - Give constructive feedback to people
  - Consult with staff during periods of change
  - Ensure staff have trained to enable them to do their job
  - Monitor workloads and working hours
- 3.4 Where issues of stress are identified, the school will:
  - Raise awareness of support mechanisms available
  - Put an action plan in place to address any issues identified
  - For return to work instances, monitor any phased return and allow the individual to provide feedback
  - Records relating to any identified stress issues will be retained by the Bursar and treated as confidential.
  - Make a referral for Occupational health support where appropriate
- 3.5 Employees should report any issues of concern to their Line Manager in the first instance and should co-operate with any remedial issues that are put into place.

## Legal Requirements & Education Standards

### References:

A: Handbook for the Inspection of Schools - The Regulatory Requirements, Section B, Part 3 ([www.isi.net](http://www.isi.net))

B: Stress home page ([www.hse.gov.uk](http://www.hse.gov.uk))

C: Health and Safety at Work" Section H of the ISBA Model Staff Handbook.

D: "Health and Safety and Welfare at Work" Chapter N of the ISBA Bursar's Guide

E: "Insurance" Chapter K of the ISBA Bursar's Guide

Policy Review & Update Process	
Member(s) of SLT responsible for update	Bursar
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ISBA template policy?	Y
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## Sun Protection: Policy Guidance

### 1 Scope

This guidance is applicable to all employees and pupils of the school

### 2 Objectives

To ensure that:-

- 2.1 Employees and pupils are protected from the harmful effects of the sun;
- 2.2 Schools encourage good health in line with the national healthy schools programme

### 3 Guidance

- 3.1 Cancer Research UK runs the SunSmart campaign, the key messages to be adopted by Schools are:
  - stay in the shade 11-3
  - make sure you never burn
  - always cover up - eg wear a t-shirt, hat, wrap around glasses
  - remember children burn more easily
  - use factor 15+ and 4 star sunscreen
- 3.2 Sunscreen is the last line of defence, but it is useful for covering areas of exposed skin when shade and protective clothing are not practical, eg outdoor swimming, PE lessons, and school excursions. As part of your policy the school should consider:
  - sending letters home to ask for parental permission for teachers to supervise application of sunscreen
  - only factor 15+ sunscreen is used in school
  - sunscreen is reapplied regularly, particularly at midday
  - each pupil has their own labelled bottle of sunscreen
  - there is a school stock of sunscreen for pupils who forget / cannot afford their own
  - the school provides sunscreen free of charge for all pupils

## Legal Requirements & Education Standards

### References:

- A: Handbook for the Inspection of Schools - The Regulatory Requirements, Section B, Part 3 ([www.isi.net](http://www.isi.net))
- B: Sun protection, advice for employers of outdoor workers ([www.hse.gov.uk/pubns/indg337.pdf](http://www.hse.gov.uk/pubns/indg337.pdf))
- C: ["Health and Safety at Work" Section H of the ISBA Model Staff Handbook](#),
- D: ["Health and Safety and Welfare at Work" Chapter N of the ISBA Bursar's Guide](#)
- E: ["Insurance" Chapter K of the ISBA Bursar's Guide](#)
- F: ["Guidelines for Environmental Design in Schools" DCSF Guidance](#)
- G: [www.cancerresearchuk.org/about-cancer/causes-of-cancer/sun-uv-and-cancer](http://www.cancerresearchuk.org/about-cancer/causes-of-cancer/sun-uv-and-cancer)

Policy Review & Update Process	
Member(s) of SLT responsible for update	Bursar
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ISBA template policy?	Y
Last Updated	Please see Page 1

## Swimming Pools: Policy Guidance

### 1 Scope

This guidance applies to all those responsible for the use, maintenance and hire of swimming pool facilities.

### 2 Objectives

- 2.1 To ensure that the swimming pool is maintained appropriately
- 2.2 That the pool is used appropriately and that activities are supervised / managed in accordance with good practice.
- 2.3 That emergencies have been considered and that suitable arrangements are in place to cater for them.

### 3 Guidance

- 3.1 The Swimming Co-ordinator, the Bursar and the Maintenance Engineer / Head Caretaker will have responsibility for the implementation of this guidance.
- 3.2 The Swimming Co-ordinator will:
  - manage the risk assessment process
  - provide relevant communications to pool users
  - establish the rules of use
  - record and review the Pool Safe Operating Procedures ("PSOP") which incorporates the normal operating procedures ("NOP") and Emergency Action Procedures ("EAP")
  - identify and record training requirements (including first aid and lifeguard)
  - establish the conditions of pool hire
- 3.3 The Bursar will, with support from the Maintenance Engineer / Head Caretaker:
  - prevent unauthorised access and usage of the pool
  - ensure the provision of life saving equipment and communication
  - ensure the provision of appropriate signage and pool markings
  - put in place arrangements for the cleaning and maintenance of the pool including:
    - upkeep of plant & equipment
    - a water treatment and testing regime
    - maintenance of all necessary records
- 3.4 Teachers in charge of swimming activities:
  - appropriate supervision of children
  - head counts prior to and after each session
  - enforce normal and emergency procedures
  - control of pupils
- 3.5 Adults other than teachers:

- supporting and working beside the teacher
  - supervising changing
- 3.6 Lifeguard(s) must be present when the pool is in use including under hire and have appropriate skills (lifeguarding, rescue and first aid). The exact requirements will vary depending upon the pool type., but includes:
- RLSS National Rescue Award for Teachers and Coaches Course
  - National Pool Lifeguard Qualification
  - further details in the HSE document HSG 179 The Management of Health & Safety in Swimming Pools ([www.hse.gov.uk](http://www.hse.gov.uk))
- 3.7 First aid provision should consist of an individual who holds a current first aid at work certificate, an emergency first aid certificate so that they can administer Expired Air Resuscitation ("EAR") and External Cardiac Compressing ("ECC")
- 3.8 Normal Operating Procedures: Schools will need to draft a procedure for their pool. An example is given at Appendix 1.
- 3.9 Hire of the pool will be by arrangement in writing by the Bursar. The Hirer will be subject to the same health and safety arrangements and protocols as the School.
- 3.10 Emergency Action Plan, which needs to cover dealing with:
- overcrowding
  - disorderly behaviour
  - physical confrontation
  - lack of water clarity
  - fire / bomb threat
  - structural failure
  - emission of toxic gasses
  - serious injury
  - discovery of a casualty in the pool
- 3.11 The EAP will need to specify how to clear the pool, evacuate the building, the roles of those involved and communications required. Training in the EAP will be required, including practice drills. Notices should advise of EAP arrangements.
- 3.12 Teacher to Pupil ratios:
- Non-swimmers and beginners 12:1
  - Children under the age of seven 12:1
  - Improving swimmers 20:1
  - Mixed ability groups 20:1
  - Competent swimmers 20:1
  - Swimmers with disabilities need individual assessment
  - for detailed information refer to:
    - Amateur Swimming Association ("ASA"), [www.britishswimming.org](http://www.britishswimming.org)
    - Association of Physical Education ("AfPE"), [www.AfPE.org.uk](http://www.AfPE.org.uk)

## Legal Requirements & Education Standards

### References:

- A: Handbook for the Inspection of Schools - The Regulatory Requirements, Section B, Part 3 ([www.isi.net](http://www.isi.net))
- B: Health and Safety Executive HSG 179 The Management of Health & Safety in Swimming Pools (<http://www.hse.gov.uk/>)
- C: [Health and Safety at Work](#)" Section H of the ISBA Model Staff Handbook,
- D: " [Health and Safety and Welfare at Work](#)" Chapter N of the ISBA Bursar's Guide
- E: "[Insurance](#)" Chapter K of the ISBA Bursar's Guide
- F: Amateur Swimming Association ([www.britishswimming.org](http://www.britishswimming.org))
- G: Association of Physical Education ([www.AfPE.org.uk](http://www.AfPE.org.uk))
- H: Lifeguard Qualifications ([www.lifesavers.org.uk](http://www.lifesavers.org.uk)) :
- I : National Water Safety Forum ([www.nationalwatersafety.org.uk](http://www.nationalwatersafety.org.uk))

Policy Review & Update Process	
Member(s) of SLT responsible for update	Bursar
Sub-Committee responsible for review	Buildings, Health and Safety Committee
ISBA template policy?	Y
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## **Appendix 1: Normal Operating Procedures Guidance**

### **Objective and Scope**

- supervision
- safety
- teaching

### **Reference Documents (available to anyone using the pool)**

- normal operating procedure
- emergency action plan
- conditions of swimming pool hire
- staff training register for school staff

### **Details of the Pool**

- Length
- Width
- Maximum depth
- Minimum depth
- Number of lanes
- Total surface area
- Maximum capacity (people)
- Description of who uses the pool

### **Plans of the Building and Layout**

- Showing the emergency exits and evacuation routes, alarms etc

### **Potential Areas of Risk**

- pool environment
- pool supervision
- pool plant
- session users

This risk assessment must be available to the person in charge of pool usage.

### **Known hazards**

- children gaining access to the pool unsupervised when not in use
- children who can't swim getting out of their depth
- existing health problems
- recreational swimming
- lack of emergency response
- diving into insufficient depth of water

### **Standard procedures for school lessons**

- no access when pool not in use
- swimming not to take place until one hour after a meal
- all emergency equipment in place before commencing lesson
- register to be kept for those participating in the lesson

## HEALTH & SAFETY POLICY

- recorded headcount for those entering the pool
- supervising teacher aware of any individual health problems / restrictions
- supervisor carry a whistle
- swimmers not allowed back into the pool unattended
- diving prohibited
- practice drill at beginning of new lesson
- no swimming whilst injured persons are being treated
- head count at the end of the session
- 

### Pool Rules

- no running on the pool side
- no diving or jumping from the side of the pool
- no shouting
- no acrobatics
- no pushing / ducking other swimmers
- 

### Supervision of Swimming Activities

- this should detail number of supervisors, treatment of any injuries, monitoring of pool activities

### Private Hire (including clubs)

- formal booking procedure, including application for use and agreement to terms of usage
- issue of the NOP and EAP to the hirer
- details of agreed supervision and lifeguard provision
- adherence to any rules
- evidence of CRB checks

### Equipment

- checking of safety equipment, including alarm system
- recording of any issues to be resolved
- details of equipment used for teaching, eg floats, lane ropes, inflatables

### Cleaning

- what is to be cleaned, when, by whom and how
- chemicals to be used and associated safety data, procedures etc
- PPE required

### Pool Water Treatment

- chemical treatment (disinfection, pH correction, flocculation)
- water testing, dosing, ordering, delivery and storage of chemicals
- backwashing requirements
- strainer cleaning
- alternating pumps & boilers
- any other equipment and processes
- roles and responsibilities for the treatment regime

## HEALTH & SAFETY POLICY

### Reporting of Accidents and Incidents

- forms to be completed and access to them
- who needs to be informed



## Traffic Movements on Site: Policy Guidance

### 1 Scope

This guidance applies to all traffic movements undertaken on school premises

### 2 Objectives

- 2.1 To ensure that the site is organised so that pedestrians and vehicles can circulate in a safe manner.
- 2.2 That vehicles and traffic routes are separated from pedestrians wherever possible.
- 2.3 That traffic routes are suitably signed and controlled.

### 3 Guidance

- 3.1 The Bursar will have responsibility for the implementation of this guidance with support from the Maintenance Engineer / Head Caretaker as appropriate.
- 3.2 The following areas will be addressed:
  - School Minibuses
  - Vehicles on site
  - Parking and deliveries
  - Access control and security
  - School buses
  - School travel plan
- 3.3 There is a checklist at Appendix 1 which covers design and layout, reversing, risk control and specific issues.
- 3.4 Signage will be put in place to designate speed limits, access areas, prohibited areas and parking facilities.
- 3.5 The Bursar will be responsible for liaison with the police, highways authority, insurers / security advisers etc with regard to the School Travel Plan.
- 3.6 Parking arrangements will be specified for:
  - staff
  - senior pupils
  - visitors
  - parents
  - major events
  - contractors

## HEALTH & SAFETY POLICY

- 3.7 Deliveries will only be permitted during the hours specified and vehicles are only allowed to parking in designated bays. Deliveries should be arranged in advance wherever possible with the responsible school manager.
- 3.8 School buses transport pupils to and from the school at agreed times. The Head Caretaker will supervise the arrival and departure of the buses. Safe areas will be available for all pupils waiting to embark.
- 3.9 All use of the school minibus must be arranged via the bursar. This will include the departure and return times of the vehicle so that suitable arrangements can be made with regard to the overlapping with any other vehicle movements.
- 3.10 Pedestrian routes have been identified and separated wherever possible from vehicles by physical measures such as bollards and identified walkways. Lighting is provided as appropriate.
- 3.11 Cyclists should dismount once they arrive on site and use pedestrian walkways. Parking for cycles is provided.

## Legal Requirements & Education Standards

### References:

- A: Handbook for the Inspection of Schools - The Regulatory Requirements, Section B, Part 3 ([www.isi.net](http://www.isi.net))
- B: Health and Safety Executive, homepage workplace transport ([www.hse.gov.uk](http://www.hse.gov.uk))
- C: [Health and Safety at Work" Section H of the ISBA Model Staff Handbook,](#)
- D: "[Health and Safety and Welfare at Work" Chapter N of the ISBA Bursar's Guide](#)
- E: "[Insurance" Chapter K of the ISBA Bursar's Guide](#)
- F: [Guidelines for Environmental Design in Schools" DCSF Guidance](#)

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## **Appendix 1: Traffic Checklist**

### **Design and Layout**

- are the traffic routes wide enough for the movement of vehicles?
- has consideration been given to the need for vehicles to pass each other?
- can you use a one way system?
- does the layout allow safe movement of pedestrians close to vehicles?
- are pedestrian walkways protected by physical barriers?
- are storage tanks / sources of power which are close to traffic routes protected against impact?
- are there appropriate road markings and signage?

### **Reversing**

- are arrangements in place for dealing with reversing vehicles?
- are pedestrians separated from reversing activities?
- have designated individuals been trained to assist with reversing activities where appropriate?
- do such individuals have high visibility clothing?
- have vehicle drivers been informed to stop if they lose site of the reversing assistant?

### **Risk Control**

- can arrangements be made for vehicles to be parked off site?
- can you provide separate pedestrian access?
- can you organise buses to be loaded / off loaded so that reversing is not required?
- can you arrange deliveries / contractors activities so that they do not coincide with school start / finish times and breaks during the day?
- can you improve on site lighting?
- have you communicated traffic arrangements to pupils and parents?
- can drop off zones be provided for parents?
- can you enforce speed restrictions on site?
- can you provide increased supervision during peak vehicle / pedestrian movement times?

## Vibration: Policy Guidance

### 1. VIBRATION: POLICY GUIDANCE

#### 1.1 Scope

This guidance is applicable to all employees and pupils of the school who may come into contact with activities which may expose them to vibration levels at or above the exposure values as defined in the Control of Vibration at Work Regulations 2005.

#### 1.2 Objectives

1.2.1 To ensure that foreseeable working activities where individuals have the potential to come into contact with significant vibration levels are identified.

1.2.2 To ensure that suitable and sufficient risk assessments are in place where significant risks have been identified.

1.2.3 To ensure that suitable control measures are put in place to protect the health, safety and welfare of those who may be affected by School activities.

#### 1.3 Guidance

1.3.1 It is the School Policy to undertake an assessment of vibration levels within its premises where staff are considered to be at risk of ill health from exposure to vibration. Vibration surveys will be arranged by the Bursar.

1.3.2 Any vibration survey that is undertaken will:-

- (a) identify which areas are affected;
- (b) who is affected;
- (c) the frequency of the vibration;
- (d) the controls that could be implemented to reduce the vibration levels.

1.3.3 Areas which will be considered for vibration surveys will include:

- (a) Grounds Maintenance
- (b) Design & Technology workshops
- (c) Construction activities
- (d) General maintenance work
- (e) Refurbishment activities

1.3.4 Where reasonably practicable, engineering controls to eliminate, or reduce the effect of vibration will be implemented by the Maintenance Engineer / Heads of Department in conjunction with the Bursar.

1.3.5 Details of assessments will be held by the Bursar / Maintenance Manager. Details will also be supplied to employees and their representatives as appropriate.

1.3.6 As part of our procurement process, the school will request information on vibration levels from suppliers of plant and machinery.

## HEALTH & SAFETY POLICY

- 1.3.7 If staff are suspected of suffering from the effects of vibration due to work activities then the Bursar will arrange for an occupational health evaluation.

### Legal Requirements & Education Standards

#### References:

A: Commentary on the Regulatory Requirements, September 2018, Section B, Part 3 ([www.isi.net](http://www.isi.net))

B: Health and Safety Executive Vibration homepage ([www.hse.gov.uk](http://www.hse.gov.uk))

C: "Health and Safety at Work" Section H of the ISBA Model Staff Handbook

D: "Health and Safety and Welfare at Work" Chapter N of the ISBA Bursar's Guide

E: "Insurance" Chapter K of the ISBA Bursar's Guide

F: "Guidelines for Environmental Design in Schools" DCSF Guidance ([www.gov.uk/dfes](http://www.gov.uk/dfes))

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## Water Quality (including Legionella): Policy Guidance

### 1 Scope

This guidance is applicable to all employees of and contractors for the school who undertake activities associated with water services and systems. Water systems are considered to include all water plant, pumps, pipes, tanks, valves, showers, chillers and towers.

### 2 Objectives

- 2.1 To clearly identify the responsibilities of individuals as appropriate.
- 2.2 To ensure that suitable and sufficient risk assessments are in place where significant risks have been identified, in particular legionella, as follows:-
  - (a) water systems incorporating a cooling tower;
  - (b) water systems incorporating an evaporative condenser;
  - (c) hot and cold water systems;
  - (d) other plant and systems containing water which is likely to exceed 20C and which may release a spray or aerosol during operation or when being maintained.
- 2.3 To ensure that systems are managed and controlled in accordance with the COSHH Regulations and the L8-2013 Approved Code of Practice and HS(G) 274 guidance

### 3 Guidance

- 3.1 Day to day responsibility for monitoring and ensuring that the systems are being correctly operated, lies with the [Estates Bursar]/ [Maintenance Engineer] [who has attended a certificated course in water safety awareness]. He maintains appropriate records of testing and certification.
- 3.2 The school has appointed a competent consultant / contractor to conduct a risk assessment and draft a manual which specifies control regimes. An example of the areas to be contained within a manual is included at Appendix 1.
- 3.3 In Premises where the School is deemed to be responsible, it will:-
  - (i) undertake a water quality risk assessment on all relevant water systems;
  - (ii) the assessment will be updated as appropriate, for example if new equipment is added and as a matter of course reviewed every two years;
    - (b) the details of any risks will be made available to those persons who may be affected;
    - (c) copies of the risk assessment will be available for inspection by persons entitled to do so;
    - (d) if the risk assessment shows that there is a reasonably foreseeable risk, the Bursar / Maintenance Engineer will ensure the implementation of safety precautions and control measures. In most cases, this will require a written Water Quality Scheme by a competent person and will involve contractors carrying out maintenance regimes on water systems;

## HEALTH & SAFETY POLICY

- 3.4 A Water Quality Log Book will be maintained for each relevant system, available for inspection and will contain:-
- (a) the risk assessment findings;
  - (b) the written scheme detailing control measures;
  - (c) the results of monitoring, inspections, tests or checks completed and the dates;
  - (d) details of the water system not in use and control measures taken;
- 3.5 Where school employees (eg maintenance staff) have responsibility for implementing practical control measures, an example list of duties is included at Appendix 2 to this guidance
- 3.6 Where a contractor is employed by the School to implement specialist control measures, an example list of duties is included at Appendix 3 to this guidance.
- 3.7 the records will be kept for the period for which they remain current and at least 5 years following that period.
- 3.8 In the event of a positive water sample, the Water Contractor /Consultant will notify the [Estates] Bursar immediately. The notification will cover:
- Details of the sample
  - The organism
  - Location
  - Advice on appropriate remedial measures, such as isolating the building and disinfecting the system.

The Head Master/Mistress will be informed at once, even if no one is ill, and remedial action will be taken at once. The Chairman of Governors must be notified at once if anyone becomes ill with legionella, as any outbreak of the disease must be reported to the HSE and the HPA.

## Legal Requirements and Education Standards,

### References:

A Handbook for the Inspection of Independent Schools: Section B, Part 3: The Regulatory Requirements of Independent Schools ([www.isi.net](http://www.isi.net)).

B."Legionella and landlords responsibilities" ([www.hse.gov.uk](http://www.hse.gov.uk))

C."Approved Code of Practice - The Control of Legionella Bacteria in Water Systems (ACOP L8)" HSE, 2013) and HSG 274 guidance ([www.hse.gov.uk](http://www.hse.gov.uk))

D. "Drinking Water Inspectorate" ([www.dwi.gov.uk](http://www.dwi.gov.uk))

E. "Guidelines for Environmental Design in Schools" DCSF Guidance, 2003([www.gov.uk/dfe](http://www.gov.uk/dfe))

## Appendix 1: Water safety manual Contents

[ ] school has employed [ ], a firm of water safety specialists to prepare a water safety manual for all the school buildings, [boarding houses and residential accommodation].

The manual includes schematic drawings of:

- All the hot and cold water systems, water tanks, calorifers, pipe work, taps showers, heating, ventilation, refrigeration and air conditioning plant in all the buildings
- The fire suppression systems
- The swimming pool
- [The cooling tower]

The manual then identifies and assesses the main sources of risk in every building, taking account of:

- Water temperature
- Potential for water stagnation in long pipe runs and "dead legs" or infrequently used taps and showers
- Potential for aerosol formation, especially in showers, drinking water fountains and fire hoses
- Condition of the water throughout the premises
- The use thermostatic mixing valves (in order to avoid scalding) that potentially set a favourable outlet temperature for legionella growth
- Signs of debris in the system, such as rust, sludge or scale that could provide food for growing legionella
- Condition of the pipe work, plant, tanks etc.

### Physical Preventative Measures

The water safety manual identifies a series of preventative measures to the physical structure of our buildings that are [either] have been taken [or are planned] in order to control the risk of legionella at the school:

- All metal cold water tanks have been [replaced by covered plastic tanks]/ [covered] to ensure that they are free from debris.
- "Point of use" water heaters have been introduced in [the Science Building and Catering Department]. [We plan to introduce them in [ ] over the next summer holiday].
- Redundant pipe work has been removed from the [Science Building and the Catering Department] and will progressively be removed elsewhere [as "point of use" water heaters are introduced].
- All hot pipes and calorifers/hot water tanks have been insulated.
- Water is heated and stored in the calorifers/hot water tanks at temperatures above 60 degrees C in order to kill bacteria
- Cold water is stored below 20 degrees C, so that bacteria cannot thrive.

The manual is reviewed and updated annually, or each time that a new measure is introduced.



## **Appendix 2: Internal Control Measures**

All Operatives in our Maintenance Department have been trained in the need for legionella prevention measures. They are tasked with carrying out the following regular water checks (all of which are recorded in the water manual) in order to maintain good water hygiene:

### **Taps**

- Any cold tap that has not been used within a seven-day period is flushed for 2 minutes on a weekly basis (avoiding splashing so as to minimise the creation of an aerosol)
- Any hot water tap that has not been used within a seven day period is similarly flushed for [models with thermostatic valves fitted: at least 5 minutes]/[ordinary taps: 2 minutes, or until the temperature reaches 60 degrees C] on a weekly basis and before the water is used
- Monthly temperature checks to hot water are conducted by inserting a thermometer in the outflow of the first and last tap of each circulation system for the required period and recording the temperature. We will contact our Water Consultant about the safety implications if the hot water does not reach 50 degrees C after running for 5 minutes.
- Monthly temperature checks are carried out to the first and last cold water taps in order to ensure that they operate at below 20c after running for 2 minutes. We record the temperatures and will contact our Water Consultant about the safety implications if the cold water exceeds 20 degrees C after running for 2 minutes.

### **Showers**

- Any shower (whether heated directly by an instant water heater or through mains hot water that is not used within a seven-day period is flushed through for 2 minutes. Minimising the creation of an aerosol is achieved by placing a plastic sack or similar, over the shower head or by removing the shower head and placing the hose directly over drain outlet.
- Shower heads and hoses are dismantled and descaled monthly.

### **Toilets**

- Any toilet that is not used within a seven-day period is flushed each week, and the flushing mechanism on urinals checked.

### **Swimming Pool**

- The water in the swimming pool is sampled weekly.
- Chlorine levels are tested every day.

### **Cold Water Tanks**

- Temperatures are taken from the water in the tank and the water in the ball valve every six months.
- The tank is inspected visually on an annual basis.

### **Calorifers/ Hot Water Tanks**

- The water temperature leaving and returning to the calorifers/ hot water tanks is inspected on a monthly basis.
- The calorifers/hot water tanks are inspected annually.

### **Fire Hose Reels**

## **HEALTH & SAFETY POLICY**

- Fire hose reels are inspected and tested annually. Staff are instructed to operate the valve slowly to avoid creating aerosols.

### **Drains**

- Drains are disinfected monthly
- Debris is cleared from external drains weekly

### **Hot Water Systems**

- Hot water systems that are shut off for the holidays must be heated to 60 degrees C, and then kept at that temperature for at least one hour in order to kill all bacteria.
- Staff then flush the system before use.

### **Cold Water Systems**

- All cold water systems that are unused during the holidays are also thoroughly flushed through before use.

### Appendix 3: External Control services

We employ external contractors to help us to manage water safety in the following areas:

#### Heating plant, Air Conditioning and Condensers

- Our air conditioning equipment and our evaporative condensers are serviced annually.
- Our boilers and heating plant are serviced annually and the system is drained.
- The calorifiers/hot water tanks are checked and descaled.
- The heating system is serviced, sludge removed
- Inhibitor chemicals are topped up

#### Water Sampling

- An accredited Water Consultant conducts the following sampling and analysis of our water supplies:

Monthly            Drinking water is sampled and tested once a month  
Plumbed water coolers and water fountains are tested.

Six-Monthly      Waste water and effluent are sampled and tested  
Swimming pool water is sampled and tested

Annually            Water samples from the calorifiers are tested  
The thermostats on taps are checked and repaired/replaced.  
Point of use water heaters are checked and serviced  
The swimming pool is emptied and cleaned, filters checked  
Cold water tanks and pumps are inspected

#### Drains

- External drains are inspected and jetted annually.

## Working at Height: Policy Guidance

### 1 Scope

This guidance is applicable to all employees of and workers / contractors for the school who undertake activities associated with working at height.

### 2 Objectives

To ensure that the school complies with the requirements of the Work at Height Regulations 2005 and in particular to ensure that:

- 2.1 All work at height is properly planned and organised
- 2.2 Those involved in work at height are competent
- 2.3 The risks from work at height are assessed and appropriate work equipment is selected and used
- 2.4 The risks from fragile surfaces are properly controlled
- 2.5 Equipment for work at height is properly inspected and maintained
- 2.6 Any person working at height is appropriately trained including in the use of ladders and towers.

### 3 Guidance

- 3.1 The Maintenance Engineer / Head Caretaker will apply the following hierarchy for managing and selecting equipment for work at height, namely:
  - Avoid work at height where possible.
  - Use work equipment or other measures to prevent falls where it cannot avoid work at height
  - Where it cannot eliminate the risk of a fall, use work equipment or other measures to minimise the distance and consequences of a fall should one occur
  - All non-routine tasks must be individually risk assessed and a safe system of work pre-planned.
  - A flowchart is included at Appendix 2 for controlling work at height.
- 3.2 The school requires that work at height, including organisation, planning, supervision and supply and maintenance of equipment is only to be undertaken by competent people. A list of typical school tasks that may involve working at height is included at Appendix 1.
- 3.3 When equipment is selected for work at height it will be:
  - The most suitable equipment for the task
  - Give collective protection measures priority over personal protection measures
  - Take account of working conditions and the risks to the safety of all those at the place where the work equipment is to be used.
- 3.4 Inspection of equipment used for work at height will be undertaken by a competent person (Maintenance Engineer / Head Caretaker) as appropriate
- 3.5 Ladders will be used in accordance with HSE document INDG 402 Safe Use of ladders and stepladders

## HEALTH & SAFETY POLICY

- 3.6 Any contractors used by the school will be expected to follow the principles of this guidance.
- 3.7 In tasks where school employees work at height they must abide by the guidance and have undertaken suitable and "in date" training.

## Legal Requirements & Education Standards

### References:

A: Handbook for the Inspection of Schools - The Regulatory Requirements, section B Part 3 ([www.isi.net](http://www.isi.net))

B: Health and Safety Executive, work at height homepage ([www.hse.gov.uk](http://www.hse.gov.uk))

C: [Health and Safety at Work" Section H of the ISBA Model Staff Handbook,](#)

D: [" Health and Safety and Welfare at Work" Chapter N of the ISBA Bursar's Guide](#)

E: ["Insurance" Chapter K of the ISBA Bursar's Guide](#)

F: [Guidelines for Environmental Design in Schools" DCSF Guidance](#)

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**Appendix 1: Typical school areas requiring work at height**

- Putting up displays
- Placing / retrieving items stored above head height
- Opening and closing windows
- Stage support work during drama activities
- Moving and erecting PE equipment
- Cleaning
- General site management / caretaking activities
- Maintenance and repairs
- Construction work / projects

Appendix 2 Schools Working at Height Flowchart

