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## Health and Safety Policy Manual

December 2021

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## **Application of this Health and Safety Policy Manual**

*The Corporation of Oundle School includes both Oundle School, a boarding and day School for pupils aged 11 – 18 and Laxton Junior School, a day School for pupils aged 4 – 11. This policy applies to both Oundle School and Laxton Junior School.*

## **Coronavirus (COVID-19) Policy Addendum**

A separate [Coronavirus \(COVID-19\) Prevention and Control Policy](#) has been prepared as an Addendum to this Policy. It was first published on 18 June 2020 and should be read in conjunction with this Policy and all other associated policies that remain in force during COVID-19.

## **(i) Foreword**

In addition to the moral and economic reasons for preventing injury and ill health, current health and safety legislation has created a climate in which health and safety needs to be pro-actively and positively managed.

This policy for health and safety has been prepared with this in mind and forms the basis for promoting a culture which maintains high standards of health, safety and welfare. It has also been prepared in order to meet the statutory duties under the provisions of Section 2 (3) of the Health and Safety at Work Act 1974 (duty to prepare a written health and safety policy) and the Management of Health and Safety at Work Regulations 1999 (duty to have arrangements in place for risk assessment and control). The National Minimum Standards for Boarding Houses and the Independent Schools Inspectorate Regulatory Requirements also require us to draw up and implement a written health and safety policy.

The fundamental aims and objectives of the policy are laid down in the general statement of intent, with the overall aim being to prevent accidents and protect the health and safety of all employees, pupils and others who may be affected by our activities.

Managing health and safety can rarely be achieved by one-off interventions. A sustained and systematic approach is necessary. This methodology is explained in the Health and Safety Executive's publication "HSG65 – Managing for health and safety." Our policy assists us in following the general principles contained in HSG65 and, in particular, by promoting a plan, do, check, act approach. The plan, do, check, act approach helps to achieve high standards of health and safety and it also treats health and safety management as an integral part of good management generally, rather than as a stand-alone system.

This policy applies to the Corporation of Oundle School.

It is not aimed at being an exhaustive collection of health and safety legislation. Its purpose is to provide succinct and accurate information accompanied by supplementary guidance and forms to enable staff to effectively fulfil their health and safety duties.

Further information and advice can be obtained from the Health and Safety Officer.



Alistair Forsyth CMIOSH  
Chartered Safety and Health Practitioner  
(Health & Safety Officer)

## (ii) Policy Review and Document Control

It is essential that this policy is current and provides the latest position on our approach to the successful management of health and safety. To achieve this, it will be kept up to date in light of organisational changes, when new or revised legislation or guidance is introduced, or if the results of performance monitoring activities indicate the need for changes. A full review of the policy will be carried out every two years and amendments will be issued when significant changes have occurred. The table below contains details of the amendments made to this policy.

Version number	Date of issue	Amendments since previous issue	Reviewer	Review date
1	24/05/2012	NA	NA	23/05/2014
2	11/02/2014	a) Revised to reflect changes in personnel. b) Prequalification of contractors updated. c) Updated to reflect new first aid guidance. d) Amended in line with RIDDOR 2013. e) HSE ACOP L21 – withdrawn. f) HSE ACOP L143 – introduced. g) Revisions to HSE ACOPs: L56 – Gas Safety; L24 – Workplace; L8 – Legionnaires’ disease; and L5 – COSHH.	Health and Safety Officer	10/02/2016
3	30/09/2015	a) General statement signed by new Head. b) External educational visits arrangements cross-referenced as required by ISI. c) Revisions to the following HSE ACOPs: <ul style="list-style-type: none"> <li>• L113 – Safe use of lifting equipment.</li> <li>• L122 – Safety of Pressure Systems.</li> </ul> d) References to the Construction (Design and Management) Regulations 2015 included. e) Reference to policy on personal electrical equipment in boarding houses included.	Health and Safety Officer	29/09/2017
4	29/09/2017	a) General statement signed by Chairman of the Governing Body, Head and new Bursar. b) New section on the Plan, Do, Check. Act approach to managing health and safety. c) Revised to reflect changes in personnel. d) Health and safety committee section amended to match the Terms of Reference. e) Risk assessment guidance updated. f) Near miss option added to incident form. g) New sports injury record form introduced. h) Legal references and guidance updated. i) Guidance for house handbooks included.	Health and Safety Officer	28/09/2019
5	23/12/2019	a) Minor changes to General statement. b) Section (v) - DfE Guidance on responsibilities and duties for schools now included. c) Section 2.0 – Responsibilities updated due to changes in the organisational structure in the Estates Department.	Health and Safety Officer	22/12/2021

Version number	Date of issue	Amendments since previous issue	Reviewer	Review date
5 (cont.)	23/12/2019	<ul style="list-style-type: none"> <li>d) Section 3.1 –Risk assessment arrangements extended to cover NMS RA and new ISI guidelines, and reference to the use of the CIMSPA risk assessment methodology for the new sports centre and swimming pool.</li> <li>e) Section 3.3 - First aid training details are now included on refresher training, online training and outdoor first aid training for DoE staff and trip leaders. The policy on spare AAls and asthma inhalers and the concussion guide are also referenced.</li> <li>f) Section 3.6 – Educational visits. School intranet guidance updated and links to DfE guidance included.</li> <li>g) Section 3.13 – Work at height arrangements supplemented by a permit to work system.</li> <li>h) Section 5.0 – References updated.</li> </ul>	Health and Safety Officer	30/11/2021
6	21/01/2022	<ul style="list-style-type: none"> <li>a) Oundle School and Laxton Junior School policy template used.</li> <li>b) DfE guidance for schools updated to include advice on COVID-19.</li> <li>c) Organisational changes relating to the school estate and facilities.</li> <li>d) An amendment to the health and safety committee terms of reference.</li> <li>e) Reference to the new stand-alone OS and LJS Risk Assessment Policies is included.</li> <li>f) Specific sport injury report form withdrawn as all injuries are now reported on the standard incident form.</li> <li>g) Guidance on completing the standard incident form for sports injuries and near misses now included.</li> <li>h) Reference to EYFS pupil incident reporting requirements is included.</li> <li>i) First aid section updated to include reference to OS and LJS stand-alone first aid policies.</li> <li>j) UKCA mark replaces CE marking from January 2022.</li> <li>k) Legal / Guidance references updated.</li> </ul>	Health and Safety Officer	30/11/2023

### (iii) Definitions

#### **The Corporation of Oundle School**

The 'Corporation of Oundle School' includes both Oundle School and Laxton Junior School. Within this document, all future references to the 'school' will relate to the Corporation encompassing both Oundle School and Laxton Junior School.

#### **Employees with management responsibilities**

This includes all Directors, Managers, Supervisors, Heads of Departments, Teaching staff, Technicians, Technical Instructors, Team Leaders, Housemasters, Housemistresses, Matrons and all other personnel who fulfil similar functions (whether on a full time or temporary basis).

#### **Competent person**

The definition of a competent person is wide-ranging. In essence, all employees need to be competent or provided with training to enable them to reach a level of competence that is commensurate with their role. The general definition therefore is that a person would be regarded as competent where they have the skills, knowledge and experience, and other qualities, necessary to enable them to carry out their functions at work in a way that secures health and safety. The ability to know one's own limitations and when to seek further advice is also an essential element of being competent.

More specifically, some legislation (and supplementary Approved Codes of Practice and Guidance) sets out particular qualifications and accreditation requirements that need to be met before a person is deemed to have reached an appropriate level of competence. This includes those who undertake asbestos surveys, noise assessments, pressure system and lifting equipment examinations, scaffold inspections, and those who work on electrical system and gas installations. In these instances, the health and safety officer should be contacted to ensure that the current standards for competence are being adhered to.

### (iv) Plan, Do, Check, Act Approach to Managing for Health and Safety

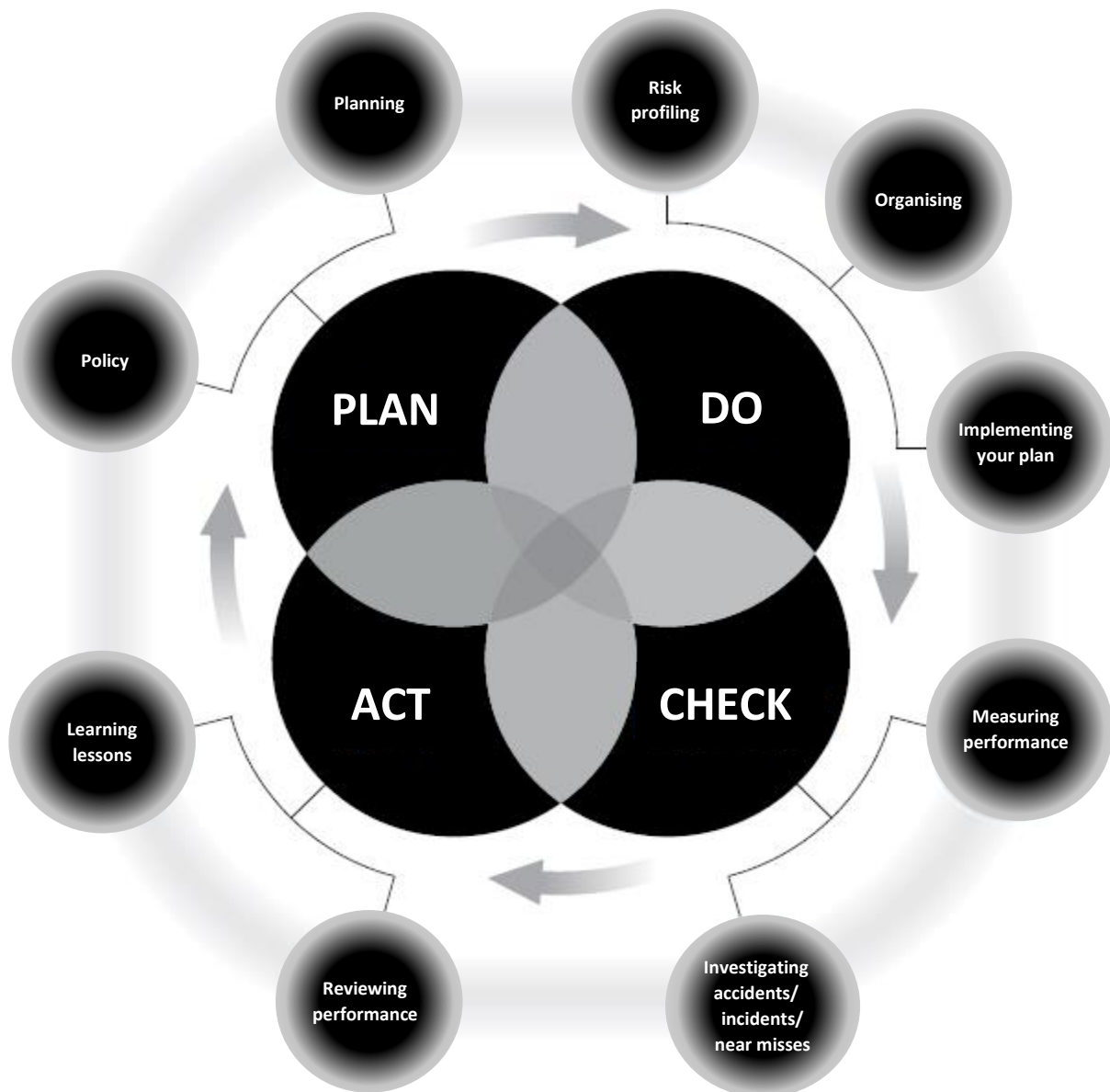
The guidance and diagram below provide an overview of the plan, do, check, act approach. More detailed guidance which explains the core elements of the model is contained in the Health and Safety Executive's publication "HSG65 – Managing for health and safety."

**Plan:** Identify the legal requirements that apply, set your policy, say what you want to achieve and who will be responsible for what. Consider fire and other emergencies as well as the normal day-to-day activities.

**Do:** Identify your risk profile. Assess the risks, identify what could cause harm, who it could harm and how, and what you need to do to manage the risks. Involve staff and communicate. Provide adequate resources. Prioritise the biggest risks first, and implement your plan. Decide the control measures needed and put them in place. Provide the right tools, equipment, training and supervision.

**Check:** Measure your performance to make sure that your plan has been implemented. Assess how well the risks are being controlled. Investigate accidents, incidents and near misses.

**Act:** Learn from accidents, incidents, ill-health data and errors. Revisit risk assessments and policy documents to see if they need updating.



**(v) Department for Education (DfE) Guidance – Health and safety: Responsibilities and duties for schools (July 2021)**

**About this guidance**

In November 2018 the Government introduced a web-based resource “Health and Safety: Responsibilities and duties for schools” which was subsequently updated in July 2021 to include advice on COVID-19 for schools. Although it can be printed off, it includes a large number of internet links to extremely useful health and safety guidance from other authoritative bodies.

## Contents

The contents of the DfE's resource are briefly summarised below. Full details are available on the DfE website - [health-and-safety-advice-for-schools/responsibilities-and-duties-for-schools#COVID-19](https://www.gov.uk/guidance/health-and-safety-advice-for-schools/responsibilities-and-duties-for-schools#COVID-19)

### 1. Responsibilities

The key responsibilities at senior level and the need for schools to appoint competent persons to ensure they meet their responsibilities to secure the safety of pupils while undertaking school activities are explained in this section. The responsibility to manage COVID-19 risks is also highlighted.

### 2. Leadership

Commitment from the highest level is essential for effective health and safety management and the school's health and safety policy should be an integral part of the school's culture and values.

### 3. Elements of a health and safety policy

The main elements of every health and safety policy should cover the principles of a Plan, Do, Check, Act approach to managing health and safety. There is also a list of the main sections on the arrangements for health and safety that the policy should contain.

### 4. Assessing and managing risks

Risk assessments are necessary to identify the measures necessary to control risks during school activities.

### 5. COVID-19

Schools must comply with health and safety law and put in place proportionate control measures. Schools must regularly review and update their COVID-19 risk assessments, treating them as 'living documents', as the circumstances in your school and the public health advice changes. This includes having active arrangements in place to monitor whether the controls are effective and working as planned.

### 6. Support for schools

A list of links to guidance on the web sites of authoritative bodies is included in the section which schools can adopt or modify to suit their circumstances,

### 7. Other areas and activities to consider

This section provides links to guidance and further help on health and safety including information on work at height; slips and trips in educational establishments; vehicle movements, asbestos management; hazardous substances; managing contractors; estate management and building design and maintenance; manual handling; and managing work-related stress.

### 8. School security and emergency preparation

All schools should have adequate plans in place to enable them to manage and respond to serious incidents relating to security and emergency situations.

### 9. Additional powers of local authorities

This relates to the powers of local authorities under Section 29(5) of The Education Act 2002.



10. Staff training

Schools must ensure that staff receive information and training about how to meet their responsibilities identified within the health and safety policy and staff whose work involves a greater element of risk will need extra specific training.

11. Duties on employees

The duties placed on all employees are clearly defined (as detailed in Section 2.1.10 of this Policy).

12. Recording and reporting injuries and accidents

Certain types of work-related injuries to staff and pupils must be recorded and reported to the Health and Safety Executive.

13. Review and evaluation

All schools should regularly review their health and safety policies and performance.

14. The Law

The resource highlights the two main laws (Health and Safety at Work Act 1974 and Management of Health and Safety at Work Regulations 1999) that schools need to be familiar with.

## 1.0 General Statement of Intent

The Corporation of Oundle School recognises and accepts its responsibility to ensure, so far as is reasonably practicable, that a healthy and safe School environment is provided and maintained for all staff, pupils, visitors, contractors and other people who may be affected by School activities.

We approach health and safety proactively and regard it as an integral part of the School's functions and an important element in the provision of high quality education. Although ultimate responsibility for health and safety rests with the Governing Body, the achievement of high standards results from a partnership between the governors, management, staff and pupils. The roles and duties necessary to achieve and implement this policy are integrated within the School's management structure. All members of staff and pupils have a personal duty to ensure their own health and safety and that of others who may be affected by their actions.

To meet its responsibilities, the School adopts a planned and risk proportionate approach to the management of health and safety. This approach includes assessment of risks and implementation of risk control measures intended to provide a safe environment which aims to reduce the likelihood of injury, work-related ill health and damage to premises and school assets.

This general statement is supported by a detailed Health and Safety Policy Manual and a supplementary Health and Safety Handbook. All documents are brought to the attention of staff, pupils and others through appropriate briefings, training and communication via notice-boards, staff handbook, intranet and email.

The Health and Safety Policy Manual, including this statement, and the Health and Safety Handbook shall be reviewed (and revised if necessary) biennially and when other circumstances necessitate a review such as material changes within the School organisation or nature of its activities, legislative changes or as a result of the findings of health and safety performance-monitoring activities.



**Chairman of the Governing Body**



**Head of Oundle School**



**Bursar**

December 2021

## 2.0 Organisation for Health and Safety

### 2.1 Responsibilities

#### Introduction

Having the right organisation in place for health and safety is crucial. Responsibilities need to be clear and relationships need to be established to have a positive effect on individual and group behaviour. This turns the written words within the policy into positive action that can make a real difference. People in management roles, in consultation with their staff, are best placed to assess the risks to health and safety and identify the control measures needed to minimise the chances of injury and ill health occurring.

This section of the policy contains details of the responsibilities necessary for assessing and controlling risks, consulting with our colleagues, communicating key information and securing the health and safety competence of staff and pupils in the school.

Sections 2.1.1 to 2.1.9 below set out the main health and safety responsibilities entrusted to individuals and groups of people within the school. Section 3.0 includes details of the arrangements for health and safety and the specific duties associated with those arrangements.

#### 2.1.1 Governing Body

The Governing Body has the overall legal responsibility for health and safety within the school. Involvement of the Governors is an essential element in providing leadership and direction and shaping attitudes to health and safety. This corporate governance role includes:

- Ensuring that a health and safety policy and strategy, approved by the Board of Governors, is in place and is positively promoted.
- Making provision and adequate resources available for compliance with health and safety legislation and the implementation of the policy and strategy.
- Keeping abreast of the key health and safety legislative requirements and the content of this policy and obtaining information on the school's performance in relation to the management of health and safety.
- Appointing an individual Governor to have the lead role relating to health and safety.

The Governing Body's responsibilities are exercised through the Bursar and the responsibility for overseeing policy implementation is shared by the Bursar and the Head. These responsibilities are further explained below.

#### 2.1.2 Head and Bursar

The Head and Bursar have leadership roles which are broadly defined in respect of the academic and support functions of the school respectively. This leadership role involves:

- Ensuring that a health and safety policy and strategy are being effectively implemented and that adequate resources and personnel are deployed for this purpose.
- Keeping abreast of the main health and safety legislative requirements and the content of this policy and making sure that information on the school's performance in relation to the management of health and safety is provided.

- Making sure that there is an adequate management structure within the school for health and safety and that competent advice and assistance with legal compliance is readily available.
- Ensure that adequate consultation and co-operation on health and safety occurs through the health and safety committee meetings and by promoting the inclusion of health and safety topics and discussions at department meetings.
- Performing a reasonable level of monitoring to check that the policy is being implemented. This will include checking or requesting information to confirm that risk assessments are being carried out, safe working practices are being implemented and observed and that health and safety training needs are being met within school departments.
- Promoting a positive health and safety culture within the school through leadership and personal example.
- The Bursar also chairs the health and safety committee.

The **Headmaster of Laxton Junior School** has parallel responsibilities in respect of the management of health and safety within the Junior School. The **Deputy Head Laxton Junior School** supports this function on an operational basis and is a member of the health and safety committee.

### **2.1.3 Deputy Head, Deputy Head Academic, Deputy Head Pastoral and Deputy Head Co-curricular**

The Deputy Head deputises in the Head's absence, is the Designated Safeguarding Lead and also leads on Inspection. The Deputy Head Academic, Deputy Head Pastoral and Deputy Head Co-curricular are responsible for leading on the implementation of the health and safety policy in respect of academic, pastoral functions and co-curricular activities respectively within the school.

### **2.1.4 Head of Estate and Facilities**

The Head of Estate and Facilities has overall responsibility for the effective oversight of the construction of new buildings, planned works, alterations and refurbishments, building and plant maintenance work and grounds maintenance work.

### **2.1.5 Human Resources Department**

The Human Resources Department is responsible for liaising with the Health and Safety Officer and other management colleagues in relation to the health and safety aspects of employee competence during recruitment and initial induction and ongoing training and development. They also administer the school's occupational health services and safeguarding processes for staff recruitment.

### **2.1.6 Lead Nurse, Health Centre Staff and Matrons**

The Lead Nurse, school Doctors and nursing staff at the Health Centre provide medical care services and facilities for boarders at the school.

Matrons will treat minor illnesses (turning to nurses and doctors whenever help is needed), take pupils to hospital when necessary and, on a medical front, will largely be the link between home and school.

### **2.1.7 Health and Safety Officer**

The Health and Safety Officer, appointed in accordance with the Management of Health and Safety at Work Regulations 1999, has a responsibility to advise and assist the school in undertaking the measures necessary to comply with the requirements of health and safety legislation. The primary function is to

champion and promote health and safety awareness and monitor to ensure that it is being satisfactorily managed. This role also includes, but is not limited to:

- Providing practical and timely advice and guidance for all levels of staff to assist with the implementation of the policy, secure compliance with legislation and help staff to fulfil their health and safety responsibilities.
- Liaising with health and safety enforcement bodies and the school inspectorates in respect of health and safety.
- Ensuring that the effectiveness of this policy is monitored and reviewed, and that it is kept up to date in respect of current legislative requirements.
- Making sure risk assessments are completed for locations and activities posing significant risks. Subsequently, assisting with the development of safe systems of work and the procedures for emergency situations.
- Advising on compliance with fire safety legislation, undertaking fire risk assessments and arranging and delivering fire safety training.
- Identifying training needs and ensuring that training courses to meet those needs are provided.
- Investigating incidents and ensuring compliance with the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013.
- Identifying health surveillance needs and managing the health surveillance programmes.
- Monitoring health and safety performance by carrying out audits and preparing an action plan to address the findings.
- Providing reports and information for the Governing Body and the health and safety committee, including statistical summaries on significant trends and health and safety performance.
- Communicating key health and safety information to relevant personnel throughout the school.

### **2.1.8 Management Responsibilities**

The health and safety responsibilities listed in this section are entrusted to all school employees who fulfil a management role. This includes Directors, Managers, Supervisors, Team Leaders, Heads of Departments, Teachers, Technicians, Housemasters, Housemistresses, Matrons and all other personnel who fulfil similar functions (whether on a full time or temporary basis). The key duties include:

- Understanding the school's health and safety policies and procedures, regarding them as part of standard management practice and implementing them within the departments, areas and activities under their control.
- Appreciating the responsibilities of personnel (and pupils where relevant) under their authority and ensuring they are aware of their duty to play their part in implementing the health and safety policy and procedures.
- Identifying the hazards, assessing the risks and implementing risk control measures associated with the departments and activities they manage.
- Identifying the health and safety training needs of staff (and pupils if relevant) to ensure they are sufficiently competent to undertake their role and have the necessary licenses or other relevant certificates of competence.
- Ensuring all new employees (and pupils where appropriate) to their department are inducted on their individual responsibilities, the pertinent information from the school's health and safety policies and procedures including their individual responsibilities, and the significant risks and preventive and protective measures in place within their department identified by risk assessments.
- Making sure that adequate levels of supervision are in place based on the risks associated with their activities and the needs of individuals.
- Assisting with the preparation and implementation of emergency procedures within the department.

- Maintaining good standards of housekeeping and keeping access and egress routes and fire exits clear and easily accessible.
- Ensuring that adequate arrangements in respect of health and safety are in place for the purchasing and maintenance of work equipment (including electrical equipment).
- Giving due regard to the procedures in place for assessing the competence of contractors prior to them being engaged to work on behalf of the school's undertaking if their position entails commissioning such work.
- Ensuring that the incident reporting procedures are observed and undertaking investigations to determine the causes and identify remedial actions.
- Assisting with the assessment of first-aid needs and the maintenance of first-aid provision.
- Monitoring the effectiveness of the risk control measures in place by carrying out safety inspections or tours, observing working practices and reviewing injury and ill health data. Taking action necessary to address the findings of health and safety monitoring activities.
- Consulting with staff on matters that may affect health and safety prior to the introduction of significant changes to the working environment or practices. Including health and safety as a regular agenda item at department meetings.
- Communicating relevant health and safety information to staff and pupils.
- Promoting a positive health and safety culture within the school through leadership and personal example.

### **2.1.9 All Employees (and Pupils where applicable)**

All members of staff have individual and personal responsibilities in respect of health and safety. These duties will also generally apply to all pupils within the school as they have an important role to play and will gain from an improved awareness of hazards, risks and risk control principles. As such, we all have a duty to:

- Take reasonable care of our own health and safety and other people who may be affected by our actions (or omissions).
- Co-operate with the school so far as is necessary to enable compliance with the requirements imposed on it under health and safety legislation.
- Never intentionally or recklessly interfere with or misuse anything provided in the interests of health, safety or welfare.
- Work in accordance with the instruction and training provided, particularly in relation to any machinery, work equipment or safety device.
- Inform our line manager (or teacher), without delay, of any work situation or equipment which could present serious and imminent danger, or of any shortcoming in the protection arrangements in place for health and safety.
- Report all accidents, work-related ill health conditions and 'near miss' incidents to our line manager or teacher. Those who work in positions involving catering and the handling of food are also required to report any infectious or contagious diseases.
- Make our line manager/teacher aware of any activity that may require a risk assessment and contribute to the process.
- Ensure that visitors invited into the school are provided with relevant health and safety information.
- Set a good personal example, particularly for new pupils and members of staff by working safely and observing safe working practices.
- Familiarise ourselves with the health and safety policy and staff health and safety handbook.

## 2.2 Health and Safety Committee

The health and safety committee was established to oversee the implementation of the school's health and safety policies, facilitate good consultation on health and safety matters and monitor health and safety performance.

This shall be achieved by the committee undertaking the following activities:

- Contribute to the development of health and safety policies and supplementary guidance, and take part in the consultation process when they are being reviewed and revised.
- Reviewing the content of health and safety policies and supplementary guidance, including any revisions.
- Receiving reports on injury incidents and ill health and agreeing any necessary improvement actions.
- Monitoring the effectiveness of health and safety training and first aid and recommending additional training that may be required.
- Reviewing reports from enforcement and inspection agencies (Health and Safety Executive, Environmental Health, Fire and Rescue Service and Independent Schools Inspectorate) and supporting the actions stipulated to address any significant findings.
- Promoting health and safety as integral elements of the school's operations and functions.
- Supporting initiatives introduced regarding staff health and wellbeing including those promoting mental health.
- Considering health and safety legislative changes and their implications.
- Receiving the annual health and safety review / report and suggesting topics for inclusion in future reports.
- Reviewing the health and safety committee terms of reference on an annual basis.

Meetings are held every term and minutes of the meetings and details of the membership structure of the committee are available in the Terms of Reference which are available on the intranet.

## **3.0 Arrangements for Health and Safety**

### **Introduction**

This section of the policy contains details of the arrangements and specific duties necessary for giving effect to the policy through the identification and control of risks, with the ultimate aim of preventing accidents, ill health and other losses.

### **Further guidance and forms**

These arrangements are supported by more specific guidance and forms contained in Section 4.0 of this policy. These 'tools' are aimed at assisting staff with management responsibilities to implement the policy by providing the methodology to assist us in achieving high standards of health and safety.



## 3.1 Risk Assessment and Control

### 3.1.1 Objectives

The purpose of these arrangements is to assist the school in complying with the duty to carry out general risk assessments as required by the Management of Health and Safety at Work Regulations (MHSWR) 1999.

In essence, the MHSWR require the assessment of risks to the health and safety of employees, pupils and any other persons who may be affected by our activities. This enables us to determine the measures that need to be taken to comply with health and safety legislation. The ultimate objective of the risk assessment process is to develop and implement preventive and protective measures aimed at eliminating risks or controlling them to an acceptable level.

Of equal importance, we shall give full attention to the risk assessment requirements necessary to meet the National Minimum Standards for Boarding Schools and the Independent Schools Inspectorate's Regulatory Requirements as detailed below.

**Note** – As a result of advice from the Independent Schools Inspectorate during the latest inspection, a new 'stand-alone' Risk Assessment Policy has been prepared. In essence, the stand-alone risk assessment policy combines both the arrangements contained in this Section and the guidance on carrying out risk assessments contained in Section 4.1 of this health and safety policy manual. Laxton Junior School also have a stand-alone risk assessment policy.

#### **National Minimum Standards for Boarding Schools (NMS)**

The appraisal of our compliance with the NMS is supplemented by undertaking a school-wide risk assessment covering the NMS. The risk assessment is reviewed annually by the Deputy Head Pastoral and the Health and Safety Officer in consultation with senior members of staff with key responsibilities for safeguarding, boarders' health and wellbeing, boarding house management, accommodation, equality, catering, fire safety and the wide range of boarding services we provide. Further to this, all boarding houses carry out a general boarding house risk assessment which is reviewed and updated on an annual basis.

#### **Independent Schools Inspectorate's (ISI) Regulatory Requirements**

Risk assessment is regarded as a constant systematic process with the aim of promoting children's welfare. Complying with the policies and guidelines contained in the Staff Handbook is the main method used to address the risk assessment requirements included within the ISI Regulatory Requirements and the DfE publication Keeping Children Safe in Education. The areas of coverage within the Staff Handbook include – safeguarding risks (such as recruitment checks, Prevent, bullying, peer abuse, behaviour, allegations), supervision and medical needs.

Specific risk assessments are also carried out for sports and recreation areas and activities, design engineering technology, science subjects, art, theatre activities and productions, both day schools (Laxton and Scott Houses), Laxton Junior School, support services areas, events e.g. leavers' ball, and all other potentially high risk activities and areas.

High level strategic business risks are captured by the school's risk register which is developed and reviewed by the Leadership Team and reviewed each term.

### 3.1.2 Arrangements for the Assessment and Control of Risks

The following arrangements shall be implemented to assist in achieving our objectives:

- General risk assessments shall be carried out by following the principles of the Health and Safety Executive's guidance "INDG163 Risk assessment - A brief guide to controlling risks in the workplace" which are explained in the [school's guidance on carrying out risk assessments \(Section 4.1\)](#). Sample risk assessments shall also be made available to provide a blueprint for those undertaking assessments.
- Where necessary, specific risk assessments for external school trips are undertaken. [Section 3.6 External educational visits](#) provides details of the arrangements in place.
- Risk assessments for the new Oundle School Sports Centre, which opened in 2020, have been carried out in line with the Chartered Institute for the Management of Sport and Physical Activity's Risk Assessment Manual.
- In addition to assessing the general risks to the health and safety of all employees, and others who may be affected by our activities, the risk assessment process shall give particular consideration to:
  - a) Pupils, employees classed as young persons and any children on work experience as a consequence of their lack of experience, absence of awareness of existing or potential risks or the fact that they have not yet fully matured.
  - b) Other groups of people who may be particularly at risk, such as new or expectant mothers, people with disabilities or learning difficulties and those who do not have English as their first language.
  - c) The risk of fire occurring. (Which is addressed by the school's fire safety policy).
- During the risk assessment process, the need for more detailed assessments required under the provisions of other health and safety regulations shall be identified. These may include assessments necessary to comply with specific regulations relating to manual handling, hazardous substances, display screen equipment, noise or vibration and work equipment, etc.
- Comprehensive and relevant information, instruction and training shall be provided to employees, pupils and others who may be affected, on the risks to their health and safety identified by the risk assessments and on the preventive and protective measures introduced as a result of the assessments.
- The risk assessments (and risk control measures) shall be reviewed and, if necessary, modified annually and in the following circumstances:
  - a) If the nature of the work changes.
  - b) When changes occur to health and safety legislation and when new information on hazards and risks develops.
  - c) When incidents occur or as a result of the findings of active monitoring activities such as safety inspections or tours.

- d) If a person affected by the risk assessment has a change of circumstances regarding their health or is returning to work after an injury or if an employee informs her manager that she is pregnant.

### 3.1.3 Responsibilities

**Employees with management responsibilities** have the following duties to assist the school in implementing these arrangements:

- Identify hazards associated with their environment and activities, carry out risk assessments and develop and implement risk control measures using the [school's general risk assessment form and supplementary guidance on carrying out risk assessments \(Section 4.1\)](#).
- Provide pupils, employees and others with comprehensive and relevant information, instruction and training on the significant risks and control measures identified by the assessments.
- Ensure that staff sign the risk assessment employee declaration form when they have been provided with a copy and have received instructions on the risk assessment findings. The declaration form is contained in Section 4.1. At this juncture, employees should be reminded of the importance of 'dynamic risk assessments'. The level of risk can alter from day to day and, even though the task may have been previously assessed, the risks could be greater due to weather conditions, and changes to the working environment or equipment in use, etc. Taking a moment to assess every job before it is started is essential.
- Maintain accurate records of risk assessments and the information, instruction and training provided as a result of the assessments.
- Monitor the effectiveness of the risk control measures and review the risk assessments on an annual basis, or sooner, when there are significant changes or developments to suggest they are no longer valid.

**Employees** and, where identified as being necessary, **pupils** are required to contribute to the risk assessment process.

The **health and safety officer** shall advise on all aspects of risk assessment and risk control, carry out risk assessments that require specialist input and support colleagues with the risk assessment process.

### 3.1.4 Authorisation

The **health and safety officer** shall provide advice (or obtain specialist advice if necessary) on the content and suitability and sufficiency of all risk assessments that are submitted. The member of staff undertaking the risk assessment will retain responsibility for the implementation and monitoring of the control measures and any further actions identified in the risk assessment.

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## 3.2 Incident Reporting and Investigation

### 3.2.1 Objective

It is our policy to investigate all incidents resulting in injury, dangerous occurrences, property damage, near misses and cases of work related ill health. The purpose of investigating such events is to establish the facts, determine the immediate and underlying causes and identify the action necessary to prevent similar events from happening again. It is not the purpose of accident investigations to allocate blame.

Other key reasons for the prompt reporting and investigation of incidents are:

- To enable us to comply with the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR 2013).
- To assist Laxton Junior School, as a non-registered Early Years Foundation Stage (EYFS) setting, in complying with the requirement to inform parents and/or carers of any accident or injury sustained by a pupil.
- To learn lessons, monitor safety performance and appraise the effectiveness of risk assessments and the risk control measures in place.

An internal investigation report following an incident shall also be produced in circumstances where the school is directed by a professional legal adviser for the purpose of obtaining advice, or in contemplation of litigation.

### 3.2.2 Arrangements for Reporting and Investigating Incidents

All incidents resulting in injury (including all sports injuries), work related ill health and dangerous occurrences, and near miss incidents shall be recorded on the school's incident report form and sent electronically to the health and safety officer. This shall be done in accordance with [the school's guidance on incident reporting and investigation \(Section 4.2\)](#).

To meet the requirements of RIDDOR 2013, the health and safety officer shall report the following incidents to the Health and Safety Executive (HSE) where they are work related and in connection with the school's undertaking:

- The death of an employee, self-employed person working on the premises, pupil or member of the public.
- A 'non-fatal specified injury' suffered by an employee or a self-employed person working on the premises. Specified injuries include fractures, amputations, serious eye injuries, crush injuries to the head or torso, significant burn injuries, scalping, loss of consciousness caused by head injury or asphyxia and any other injury arising from working in an enclosed space leading to hypothermia, heat-induced illness or requiring resuscitation or admittance to hospital for more than 24 hours.
- An accident resulting in an employee or self-employed person working on the premises which prevents them from doing their normal work for more than seven consecutive days (this includes days that are not normally worked e.g. weekends). Accidents which result in more than three days absence and less than eight days absence will also be recorded internally but there is no requirement to report these to the HSE.

- Injuries to pupils and members of the public where they are taken to hospital for treatment.
- Occupational diseases or conditions relating to an employee if they have been diagnosed in writing by a doctor and they can be linked to specified work activities e.g. carpal tunnel syndrome, severe cramp of the hand or forearm, Occupational dermatitis, hand-arm vibration syndrome, occupational asthma, tendonitis or tenosynovitis, occupational cancer and any disease attributed to occupational exposure to a biological agent.
- Dangerous occurrences such as the collapse or failure of lifting machinery or pressure systems, contact with overhead electric lines, electrical short circuit, explosions, scaffold collapse, collapse of a building or structure, etc.

All reporting shall be done in accordance with RIDDOR 2013 and the guidelines on the HSE's website.

### 3.2.3 Responsibilities

The **health and safety officer** is responsible for overseeing the implementation of these arrangements, reporting RIDDOR 2013 incidents to the HSE, maintaining accurate incident records and producing reports and analyses for the health and safety committee and the governing body.

**Employees with management responsibilities, including members of staff in charge of a sports activity\*** are responsible for assisting in compliance with these arrangements by reporting and investigating incidents in line with the [school's guidance](#) and ensuring that any remedial actions identified are implemented. They are also required to inform the health and safety officer immediately of any incidents reportable under RIDDOR 2013 requirements.

**Employees and pupils** are required to report all incidents to their manager, teacher or other responsible person and report to a first-aider for treatment.

**First-aiders** have a duty to ensure that details of first-aid treatment administered are recorded and that the relevant manager, teacher or other responsible person has been informed about the incident.

**\*Note** - Although the main responsibility to record and report sports injuries rests with the member of staff in control of the activity, it is recognised that they may not be fully aware of the outcome of the injury and the actions taken once a pupil has left the venue following an injury. As such, the following members of staff are in a position to assist:

- **Health Centre Staff** – When pupils attend the Health Centre, there will normally be information recorded in relation to the injury sustained, the treatment administered and any further referrals that were required. They will also inform the health and safety officer on a weekly basis of the sports injuries recorded at the Health Centre.
- **Matrons / Relief Matrons** – Are also in a good position to provide additional information once a pupil returns to House following an injury or when they have been to hospital for any treatment.
- **Health and Safety Officer** – When necessary, shall act as a conduit and obtain further details from the member of staff in control of the activity to enable the incident form to be fully completed. They shall also send copies of the completed form to the Matron, Hsm and the member of staff in control of the activity.

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## 3.3 First Aid

### 3.3.1 Objective

In accordance with the requirements of the Health and Safety (First-Aid) Regulations 1981\* it is our policy to provide adequate arrangements for enabling first-aid to be rendered to employees if they are injured or become ill. In addition, we shall provide first-aid for pupils (as required by the National Minimum Standards for Boarding Schools and the Independent Schools Inspectorate's [ISI] Regulatory Requirements) and other members of the public visiting the school.

**Note** – In addition to the arrangements within this Section of the health and safety policy manual, both Oundle School and Laxton Junior School also have supplementary 'stand-alone' First Aid Policies in order to comply with ISI guidelines.

### 3.3.2 Provision for First-Aid

Based on an assessment of first aid needs, the above objective will be met by the provision and maintenance of:

- A sufficient number and distribution of employees who hold a certificate of competence in first aid at work (FAW) or emergency first aid at work (EFAW). First aid training providers used by the School will be either training providers offering 'regulated qualifications' accredited by an Awarding Organisation recognised by Ofqual or a provider from the Voluntary Aid Societies.
- At least one person on Laxton Junior School premises and on external educational visits involving EYFS pupils holding a valid paediatric first-aid (PFA) qualification. In addition, taking into account the number of children, staff and layout of the premises, an adequate number of staff holding a PFA qualification shall be available to respond to emergencies quickly.
- Matrons in each house who hold the FAW qualification and will take initial action in the event of injury or illness and, when necessary, refer pupils to the Health Centre or contact the emergency services.
- Suitable number of areas within the school for administering first-aid and an adequate number of fully stocked first-aid boxes and eye wash stations.
- Personal first-aid travel kits for employees who work remotely or travel regularly in the course of their work, and first-aid equipment suitable for external educational visits and sports activities and events.
- Automated External Defibrillators (AEDs) situated in strategic locations which are intended to increase the chances of surviving a sudden cardiac arrest prior to the arrival of the emergency services.
- Emergency Adrenaline Auto Injectors and Salbutamol Asthma Inhalers kept in key locations for emergency use when pupils' own devices are not available or are not working.
- information for employees and pupils on the arrangements that have been made for first aid, (this shall include providing instructions on the method of obtaining first-aid assistance, including first-aiders' contact details, displaying notices in prominent positions and including details of first-aid provision as part of the induction process).

**(Note:** An up to date list of first-aiders is available on the health and safety section of the intranet)

### 3.3.3 First-Aid Training

- The duration of FAW courses will be 18 hours with a re-certification course of 12 hours' duration taking place before the end of the 3-year certificate expiry date.
- EFAW courses last for 6 hours and will also require a re-certification course lasting 6 hours prior to the certificate expiring after 3 years.
- First-aid training will follow the syllabus laid down by the HSE in L74. This includes training on the hygiene procedures when dealing with body fluid spills and instructions on when and how to contact the emergency services. In addition, where identified as being necessary, training shall be provided to cover special hazards associated with certain work activities and the arrangements and measures for pupils and employees with particular medical conditions such as epilepsy, asthma, allergies and diabetes.
- The recommendation to provide annual half-day refresher training is addressed by offering it to staff who request it and by inviting all first aid trained staff to either attend an interim half-day face to face refresher (approximately halfway between the requalification period) or complete the Educare online first aid training course.
- Additional first aid courses focussing on sports injuries for sports staff and outdoor and wild country first aid for Duke of Edinburgh staff and employees leading educational visits and trips are also provided.

### 3.3.4 Health Centre

The Health Centre is staffed 24 hours a day in term time by qualified nurses and is available for pupils and employees to visit themselves, or if they are advised to attend. Additional guidance on important topics including handling sports injuries, rehabilitation and pastoral care is also provided by the Health Centre.

Employees at the Health Centre shall replenish first-aid boxes and supplementary equipment when requested by the first-aider with assigned responsibility for the equipment.

### 3.3.5 Responsibilities

**First-aiders** are responsible for ensuring that the first-aid boxes and equipment assigned to them are kept fully stocked with up to date materials and presented to colleagues at the Health Centre for replenishing when required. They shall also ensure that the details of first-aid treatment administered are recorded and the relevant manager, head of department, teacher, etc is informed, when necessary, that an incident has occurred to enable compliance with the school's incident reporting and investigation arrangements.

Where identified as being necessary, the responsible person (e.g. **heads of departments, teachers, nurses, housemasters / housemistresses**) shall make sure parents are informed that their child has suffered an injury or has become ill.

The assessment of first-aid needs and the maintenance of first aid arrangements shall be the responsibility of **employees with management responsibilities** with support and guidance from the **health and safety officer**.

The **health and safety officer** shall advise on the legislative requirements relating to first-aid provision, ensure that the correct standard, level and frequency of first aid training is arranged and delivered and

determine when an injury or illness is reportable to the HSE in line with the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013.

The **human resources team** shall ensure that accurate training records are maintained on receipt of training information and copies of first-aid certificates.

### 3.3.6 Guidelines for All Staff

In the event of a person suffering an injury or any other medical emergency on school premises or during an off-site educational visit or trip you should endeavour to contact the nearest available qualified first-aider. They will then assess the situation, administer first-aid treatment and make a decision regarding the need to arrange transport or call an ambulance. In circumstances where a first-aider is unavailable to respond immediately, all members of staff are advised to take control of the situation and familiarise themselves with the guidelines below. Staff at the Heath Centre are also available to advise and can be contacted on 01832 277200 (Ext 3200).

#### 3.3.6.1 Treating a casualty, arranging transport and calling an ambulance

Consider the following options (listed broadly in increasing order of severity):

- Assess any risks to yourself, make the immediate area safe and make the casualty as comfortable as possible.
- Consult with the injured or ill person if they are conscious to determine the best course of action. If they are unconscious, call an ambulance immediately.
- Allow the casualty to self-administer treatment if they suffer from a diagnosed condition and carry appropriate medication.
- Inform next of kin or the person's legal guardian.
- Advise the casualty to seek medical attention and advice from the Health Centre or their own doctor.
- Use the equipment and materials available from the first-aid kit if you are confident to do so in accordance with your knowledge, experience and any qualifications you have.
- Arrange transport for the casualty to the Health Centre or hospital for prompt (but non-emergency) treatment. This could be by a school mini bus or a taxi and the casualty should be accompanied. If it is necessary to use your own car, a second adult should accompany the casualty in case their condition deteriorates in transit. The school holds an 'occasional use business policy' which covers all members of staff who transport pupils or other colleagues on an occasional basis.
- Call an ambulance for emergencies such as cardiac arrest or a heart attack, uncontrollable bleeding, unconsciousness or unresponsiveness, chest pain, significant head injury, suspected fracture or other severe symptoms that do not respond to treatment. **If you have any doubt about the severity of the injury or illness, call the emergency services number for advice and assistance.** Contact the ambulance service by dialling 999 and provide them with details of your address, postcode and exact location; name and telephone number; the casualty's symptoms and stay on the line to take any further advice as instructed by the operator.
- Make the casualty comfortable and stay with them until the ambulance arrives.

#### 3.3.6.2 Automated External Defibrillators (AEDs)

For full details please refer to the separate [policy on the use of the school's automated external defibrillators](#) which provides details of the location of AEDs and defines the operating guidelines for the use of AEDs. This policy does not impose an obligation on the school to have an AED and a trained employee available for all incidents or at every event or location.



### 3.3.6.3 Dealing with medical conditions

Pupils and members of staff suffering from medical conditions such as asthma, diabetes, epilepsy or severe allergies are requested to inform their teacher or line manager to enable prompt and appropriate first-aid treatment and support. Where relevant, other members of staff shall also be made aware of how to identify the symptoms and the appropriate action to be taken. There is a policy in place for the use of spare emergency adrenaline auto-injectors and asthma inhalers.

In relation to pupils, the 'Pastoral' tab of the intranet provides very useful information on the wide range of medical care services provided by the Health Centre including information on:

- Medicals for boarding pupils.
- Specific details of pupils with medical conditions that staff should be aware of.
- Guidance for staff on dealing with certain medical conditions.

### 3.3.6.4 Hygiene procedures for dealing with the spillage of body fluids

Spillages of blood, vomit, urine and excreta should be cleared up promptly by taking the following general actions:

- Clear the immediate area of people. Hazard warning signs and cordoning may also be necessary according to the circumstances.
- Where available, use the equipment provided in the body fluids disposal kit. Wear disposable single-use gloves and a disposable apron.
- Clean spillages up with absorbent wipes and dispose of as clinical waste.
- Ensure the area is cleaned with a suitable disinfectant solution and wash your hands thoroughly.

### 3.3.6.5 Dealing with sports injuries (Pupils)

A separate 'sports injury handling policy' is available on the intranet giving coaches and officials advice on first-aid and incident management. All sports injuries are recorded on the standard incident form. The 'concussion guide' sets out the protocol for a graduated return to play when a pupil has been diagnosed with concussion.

### 3.3.6.6 Rehabilitation and after care following an injury (Pupils)

Specific advice on rehabilitation will be provided by medical professionals. To supplement this, those in authoritative and responsible positions are required to ensure that pupils are provided with adequate after care and support mechanisms when returning after an injury. This can include:

- Providing a 'buddy' to assist the individual where identified and, in particular, when they have any mobility issues e.g. if using crutches.
- Allowing them appropriate time to rest an injury as part of the healing process and attend for any medical treatment such as physiotherapy.
- Offering counselling to deal with the psychological aspects following an injury where appropriate.
- Obtaining the correct advice on returning to sport after an injury e.g. in relation to the minimum level of fitness required.

Matrons' protocols shall also be observed and include the need to record relevant information in individual pupil's records and communicate with colleagues, parents or those with parental responsibility on their progress and the support being provided to them.

For pupils suffering from an illness, advice on returning to school will be provided by medical staff at the Health Centre or their own doctor in line with National Health Service guidance.

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## 3.4 Fire Safety and Emergency Evacuation Procedures

### 3.4.1 Objective

In accordance with the requirements of the Regulatory Reform (Fire Safety) Order 2005\* and the Management of Health and Safety at Work Regulations 1999, it is our policy to assess the risks presented by fire hazards, implement fire safety measures and arrangements to reduce the risks to those who may be affected and have in place procedures for serious and imminent danger.

Additionally, we shall give full consideration to the fire safety arrangements required to meet the National Minimum Standards for Boarding Schools and the Independent Schools Inspectorate's Regulatory Requirements.

### 3.4.2 Provision of Fire Safety Arrangements

Due to the nature of the school's premises and activities, a separate and more detailed [fire safety policy](#) has been produced to provide guidance and support documentation for those with responsibilities for fire safety including staff in school departments and boarding houses.

The fire safety policy which can be found on the intranet shall include, but not be limited to, information relating to the following arrangements.

- The appointment of an adequate number of competent persons to assist the school in complying with the requirements of the statutory provisions relating to fire safety and emergency procedures.
- Method of undertaking suitable and sufficient fire risk assessments resulting in the provision and maintenance of reasonable and practicable risk control measures.
- The development of premises-specific emergency evacuation procedures and the planning and practicing of fire evacuation drills at suitable frequencies.
- Providing information, instruction and training for employees, pupils and others (e.g. visitors and contractors) on the fire precautions and fire safety arrangements in place based on the findings of the fire risk assessments.
- Liaison with the fire and rescue service in order to obtain any necessary approvals and advice, and to co-operate with them in respect of their role in enforcing fire safety legislation.

### 3.4.3 Responsibilities

The specific duties of all staff in relation to fire safety are laid down in the [fire safety policy](#) on the intranet.

*\* The Order is supported by detailed Government guidance documents published by the Department for Communities and Local Government (Now – Ministry of Housing, Communities and Local Government). These documents have official status and they provide employers and other responsible persons with information on what needs to be done to comply with the law, how to carry out a fire risk assessment and identify the general fire precautions that need to be put in place. There is a wide range of guides, including documents relating to educational premises, sleeping accommodation, offices, factories, places of assembly and theatres.*

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## 3.5 Health and Safety Information, Training and Supervision

### 3.5.1 Objectives

It is the school's policy to provide relevant health and safety information and train employees at all levels of the organisation and pupils to assist them in acquiring the skills, knowledge and attitudes to make them competent in the health and safety aspects of their work. Adequate levels of supervision shall also be provided and maintained.

### 3.5.2 Provision of Information

Information shall be communicated to staff, pupils and others by a wide range of methods, including:

- Displaying the health and safety law poster in the common room and at other strategic positions throughout the school's premises.
- By providing access to the intranet and the information contained in this health and safety policy, minutes of the health and safety committee meetings, lists of first-aiders and risk assessments that have been undertaken.
- Promoting the staff [health and safety handbook](#) which is available on the intranet and supports the induction process.
- Through the display of information such as health and safety posters, written procedures and safety signs.
- By imparting key information during induction and at regular team or department meetings.

### 3.5.3 Provision of Health and Safety Training

Health and safety training shall be provided to staff and pupils commensurate with their role and the responsibilities they have been allocated. Training shall also be provided when:

- New employees and pupils start at the school as part of their induction. Health and safety induction training shall be recorded on the [school's health and safety induction training record \(Section 4.3\)](#) and the staff health and safety handbook should be used as the basis for the training.
- The findings of risk assessments indicate the need for health and safety training.
- New technology or work equipment is introduced, or a system of work is introduced or altered.
- People are transferred to a new environment, or given a change of activities or responsibilities.
- When incident investigation results show that training is required as a follow up or remedial action.

Training will also be repeated periodically in line with any specific legislative requirements (e.g. for first-aiders, fork lift drivers, electricians, etc). Where indicated by risk assessments, other employees and, where necessary, pupils will receive refresher training to ensure continued competence.

### 3.5.4 Supervision

To supplement the health and safety training provided, and to ensure that it continues to be effective, adequate supervision levels shall be in place. Supervision levels shall be appropriate in relation to the risks associated with the school's activities.

In relation to the supervision of pupils, the arrangements shall also give due consideration to the National Minimum Standards for Boarding Schools and the Independent Schools Inspectorate's Regulatory Requirements. For example, a teacher or responsible adult will normally be available to support pupils as necessary. However, in some situations older pupils may be left on their own (e.g. in the library) if it is clear that a responsible adult can be contacted if necessary. Adequate supervision arrangements shall be provided in boarding houses and appropriate ratios are also determined for external educational visits.

The school Prefect system is utilised to give Prefects responsibilities and leadership duties. They are regularly supervised and directed by staff in relation to the health and safety aspects of the role and to ensure that there is no abuse of their powers. In terms of health and safety, they are responsible for setting a good example to others by following the school rules.

### 3.5.5 Responsibilities

**Employees with management responsibilities** have a duty to assist with the implementation of these arrangements by making sure that adequate supervision is in place, identifying the health and safety training needs of their staff, organising suitable courses to meet the needs and maintaining accurate records of training.

The **health and safety officer** in conjunction with the **human resources manager** shall advise on the health and safety competence requirements for specific roles during the recruitment process, identification of training needs, arrange and deliver courses and maintain accurate training records.

**Employees** and **pupils** are required to participate in any health and safety training that is provided for them and work in accordance with the information, instructions and training they have received.

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## 3.6 External Educational Visits

### Oundle School guidelines

The specific arrangements for external trips are available on the intranet. Trip Leaders are required to obtain permission and approval for non-routine trips that require a risk assessment and extra planning. The approval is granted by both the Trips Coordinator and Deputy Head Co-Curricular.

Find out more here - [oundleschool.org.uk/trips/planning-trips](http://oundleschool.org.uk/trips/planning-trips)

### DfE guidance on health and safety on educational visits

In November 2018 the DfE produced a new web-based resource on “Health and safety on educational visits” to supplement their resource on “Health and safety: Responsibilities and duties for schools”. The new guidance provides more detail about schools’ duties when planning routine visits, or those requiring risk assessment and extra planning or approval. The contents of the guidance are listed here but staff leading trips should familiarize themselves with full details which are available via the link below.

#### Contents

1. The 2 main types of trips.
2. When to get consent from parents.
3. Using outside organisations.
4. Adventure activities: caving, climbing, trekking and watersports.
5. Trips abroad.
6. Knowing what to do in an emergency.
7. Evaluating trips.
8. Educational visits coordinators.

Find out more here - [health-and-safety-on-educational-visits](http://health-and-safety-on-educational-visits)

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## 3.7 Workplace Health, Safety and Welfare

### 3.7.1 Objective

It is our policy to provide and maintain suitable workplaces and learning environments within the school that meet the health, safety and welfare needs of employees and pupils in accordance with the requirements of the Workplace (Health, Safety and Welfare) Regulations 1992.

### 3.7.2 Arrangements for the Provision Safe Workplaces and Environments

The regulations prescribe the general requirements covering four broad areas. To assist in achieving our objective and meeting the requirements of the Regulations, the following arrangements shall be provided and maintained.

#### 3.7.2.1 Health and the Working / Learning Environment

- Our premises will be provided with sufficient ventilation, a comfortable temperature, suitable lighting (including emergency lighting) and sufficient room dimensions and working space.
- Workstations, including seating and access to workstations, shall be suitable and arranged so that work tasks can be carried out safely and comfortably.

#### 3.7.2.2 General Safety Measures

- Where possible, pedestrians and traffic shall be segregated. The surfaces of floors and traffic routes shall be kept free from holes, slopes and uneven or slippery surfaces that pose a risk to health and safety.
- Windows and transparent surfaces in walls, partitions and doors shall, where necessary, be made of safety material or be protected against breakage. It shall be possible to open windows and ventilators safely and windows shall not project into an area where persons are likely to collide with them. There is a separate [policy on the fitting of window restrictors](#) which details the controls in place to prevent windows opening too far where there is a risk of falling. Suitable provision shall be made so that windows and skylights may be cleaned safely.
- Doors, which swing in both directions, and conventionally hinged doors on main traffic/pedestrian routes, shall be fitted with a transparent panel. Power operated doors will be provided with safety features to prevent people being injured as a result of being struck or trapped.
- Effective measures shall be taken to prevent any person falling a distance likely to cause personal injury and to also prevent any person being struck by a falling object. Materials and objects shall be stored and stacked in such a way that they are not likely to cause injury.

#### 3.7.2.3 Welfare Facilities

- Suitable and sufficient toilet and washing facilities shall be provided at readily accessible places; an adequate supply of drinking water shall be provided; facilities to accommodate clothing worn to work and clothing worn at work will be provided; and suitable facilities shall be provided for people to rest and eat meals.

#### 3.7.2.4 Cleanliness and Maintenance of the Workplace

- The workplace and relevant equipment, devices and systems shall be maintained in efficient working order. Any defects that are identified will be rectified or measures taken to protect anyone who might be put at risk. Examples of equipment include window restrictors, emergency lighting and anchorage points for safety harnesses.
- Workplaces and the furniture, furnishings and fittings therein shall be kept clean. Waste materials shall be kept in suitable containers and removed as necessary to prevent the accumulation of excess waste.

#### 3.7.3 Responsibilities

**Employees with management responsibilities** relating to the provision and maintenance of workplace facilities, equipment and environment have a duty to observe the relevant sections of these arrangements. This will include those working in estates, building maintenance and operations.

The **health and safety officer** shall advise on the requirements and standards for health, safety and welfare in school premises.

**Employees**, and where relevant **pupils**, are required to work in accordance with the information, instructions and training provided to them and report any hazardous or faulty condition in relation to the workplace and the learning environment.

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## 3.8 Contracted Services

### 3.8.1 Objective

Our aim is to ensure, so far as is reasonably practicable, that contractors appointed by the school carry out their activities in a way that eliminates or reduces the risks to the health and safety of their employees, school employees, pupils and others who may be affected. In turn, we shall make reasonable arrangements to inform contractors of any risks arising from our undertaking that may affect them.

**Note:** The arrangements detailed below apply to all contracted services e.g. installation and routine maintenance contracts relating to plant and equipment within the school. However, due to the complexity of the legislation relating to construction work, a separate and more detailed [construction health and safety policy](#) has been produced to provide guidance and resources for those with responsibilities in this area. This includes the arrangements for all construction work in accordance with the **Construction (Design and Management) Regulations 2015** including larger projects that are notifiable to the Health and Safety Executive.

### 3.8.2 Arrangements for the Health and Safety of Contracted Services

To assist in complying with our objective, the following arrangements shall be implemented:

- Prior assessment of the risks associated with contracted work or services shall be carried out in order to determine the measures necessary to control those risks.
- Before any invasive work is carried out on the fabric of the building, the asbestos register and management plan shall be consulted to determine the safe method of work to be observed and identify if the work needs to be undertaken by licensed asbestos contractors.
- A suitable and sufficient assessment of the general health and safety management arrangements and competence of contract companies shall be undertaken by a competent person before any contractor is selected. Accurate records of these assessments will be maintained. For contractors other than those undertaking construction works, the [contractor health and safety prequalification form \(Section 4.4\)](#) is used for this assessment. For contractors to be appointed to carry out construction work, a specific prequalification questionnaire contained in the Construction Health and Safety Policy is used.
- The Human Resource Department's Contractor Safeguarding Policies and Procedures shall be adhered to.
- In addition, suitable and sufficient risk assessments and safe methods of work shall be developed and provided by contractors specific to the type of work to be undertaken.
- Contract documentation shall include the necessary contract clauses and conditions relating to health, safety and safeguarding appropriate for the type of service to be provided.
- Contractors shall be required to sign in to register to work on school premises and they shall be provided with general information on health and safety and site-specific rules during their induction. Identity checks will also be carried out in accordance with our safeguarding procedures.



- The budget holder (or another nominated member of staff) arranging the contracted service shall ensure that adequate co-operation and co-ordination with relevant building occupants and contractors is established to make sure that the work is properly planned and organised, safe systems of work are agreed and that adequate information is provided to all parties concerned. This will include the provision of information to contractors and building occupants on the precautions to be observed in connection with contractors' activities, as well as obtaining the necessary approval, permits to work, etc prior to any high risk activities taking place or any work being carried out in connection with building's services.
- Additionally, the same member of staff arranging the contracted service shall liaise with the contractor's nominated representative on a day to day basis, monitor their performance and arrange regular progress meetings as necessary in relation to the type of work and risks involved. They shall also ensure that, on completion of the work, the relevant information exchanges hand e.g. relating to ongoing health and safety, test certification and instruction manuals.
- The performance of contractors shall be monitored by inspecting the work being carried out and by investigating any accidents, incidents, fault reports, complaints, etc and taking any necessary remedial actions. This may range from identifying additional risk control measures to removing equipment or personnel from the premises. The degree to which performance monitoring is undertaken shall be commensurate with the level of risk associated with the contracted service.

### 3.8.3 Responsibilities

**Budget holders** who commission and, as a consequence, have a degree of control over contractors are responsible for observing the arrangements above and maintaining accurate records.

The **health and safety officer** shall provide advice and support on all aspects of health and safety relating to contracted services.

**All employees** are required to co-operate with the implementation of these arrangements by observing any precautions relating to contractors' activities and reporting any faults or unsafe working practices to their line manager or the **health and safety officer**.

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## 3.9 Provision and Use of Work Equipment

### 3.9.1 Objective

Our objective is to assess and control the risks associated with the use of work equipment\* by meeting the requirements of the Provision and Use of Work Equipment Regulations 1998.

### 3.9.2 Arrangements for Work Equipment

To assist in meeting our objective:

- Work equipment provided for use at the school shall be suitable for its intended purpose and conditions of use. As such, work equipment purchased shall comply with the relevant British or International Standards and, from January 2022, display the UK Conformity Assessed (UKCA)\*\* mark. When purchasing new or second hand equipment, all necessary product information will be obtained from the equipment provider.
- Risk assessments shall be carried out to identify hazards presented by work equipment and introduce measures to control the associated risks. This includes - putting effective measures in place to prevent people coming into contact with dangerous parts of machinery and work equipment; protecting against parts of equipment or articles or substances produced that are at high or very low temperatures; and ensuring that powered work equipment has adequate controls for starting, operating, stopping and, where appropriate, readily accessible emergency stop controls. Health and Safety Executive publication “L22 - Safe use of work equipment: Provision and Use of Work Equipment Regulations 1998, Approved Code of Practice and Guidance” shall be used as the basis for the risk assessments.
- All work equipment will be maintained in an efficient state, in efficient working order and in good repair so that its condition or operating performance does not deteriorate to the extent that it puts people at risk. Competent persons will carry out maintenance work and the level of maintenance will vary depending on the type of equipment in use (e.g. from simple visual checks on hand-held tools to more detailed inspection and maintenance of machinery and powered equipment such as a fork lift truck). Maintenance operations shall be carried out while work equipment is shut down or, so far as is reasonably practicable, carried out without exposing persons to risk. Where necessary, records of maintenance will be kept.
- Where the safety of work equipment depends on the installation conditions, it will be inspected before being put into service for the first time and after assembly at any new site or location, to ensure that it has been installed correctly and is safe to operate.
- Employees and pupils who use work equipment, and those who supervise or manage them, will be provided with such health and safety information, instructions and training as is necessary to enable the equipment to be used safely. The training will include methods of operating the equipment, any risks associated with the equipment and the corresponding precautions to be observed. They will also be informed of the procedures to be used to report defects identified in equipment, and faulty equipment will be marked accordingly and removed from use until it is repaired or replaced.

*\* The scope of ‘work equipment’ defined within the regulations is extremely wide. It covers almost all equipment used at work including machinery in school workshops, chainsaws, knives, hand tools, photocopiers, shredders, lift trucks and other workplace transport, laboratory apparatus, lifting equipment, step ladders, etc.*

*\*\* The UKCA mark is the replacement for CE marking in Great Britain. Applying the UKCA mark is exactly like using the CE logo. The Regulations and Directives which created the legal structure for CE marking have now been adopted into UK law and updated to change the terminology and to bring them completely within the control of the UK government.*

### 3.9.3 Responsibilities

**Employees with management responsibilities** in relation to the provision and use of work equipment have a duty to observe these arrangements including selecting the correct work equipment for the job, assessing the risks, implementing control measures and ensuring their staff have adequate training.

The **health and safety officer** shall provide advice on the safe use of work equipment.

**Employees**, and where relevant **pupils**, are required to work in accordance with the information, instruction and training provided to them.

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## 3.10 Electrical Safety

### 3.10.1 Objective

It is our policy to comply with the Electricity at Work Regulations 1989 by taking the precautions required to reduce the risk of death, personal injury or other losses from the use of electricity in the school.

### 3.10.2 General Arrangements for Electrical Safety

The main risk control measures to assist us in meeting our objective are described below:

- All electrical systems and equipment shall be of such construction so as to prevent danger, so far as is reasonably practicable. All electrical equipment and system components purchased shall comply with the relevant British and International Standards.
- Electrical installations will be tested at least once every 5 years or more frequently if specified, in accordance with BS7671 – Requirements for Electrical Installations: IET Wiring Regulations, and a certificate will be issued on completion of the work. The work shall be carried out by an electrical engineer trained to the relevant level of competence as prescribed by the IET Code of Practice for Electrical Safety Management.
- Portable and transportable electrical equipment (including flexible cables, plugs, socket connectors, extension leads and step-down transformers) shall be maintained in line with Health and Safety Executive (HSE) publication “HSG107 - Maintaining portable electrical equipment”. Where assessed as being necessary and with reference to the HSG107, this shall include – visual inspections and combined inspection and testing by a competent person to ensure continued electrical integrity.
- The electrical safety of fixed-stage electrical installations e.g. fixed machine tools shall be checked in conjunction with the mechanical maintenance programme based on the manufacturer’s instructions.
- All electrical work shall be carried out by competent people in accordance with the HSE publications “HSR25 - Electricity at Work Regulations 1989: Guidance on the Regulations” and “HSG85 - Electricity at Work: Safe working practices”.
- All contractors appointed to undertake electrical work will be approved by the National Inspection Council for Electrical Installation Contracting or a comparable scheme, and assessed in accordance with the school’s policy arrangements for contracted services (Section 3.8).
- Electrical equipment reported as being faulty shall be marked accordingly and removed from use until it is repaired or replaced.
- Personal items of electrical equipment belonging to staff shall be prohibited from use in the school unless agreed by the building and maintenance department and covered by the school’s maintenance regime.
- It is specified that personal items of electrical equipment belonging to boarding pupils must be an appropriate standard and be in sound condition and in good working order. Parents or guardians shall receive information about these requirements along with information on the items that are banned from use in boarding houses. In addition, there is a separate [policy on personal portable](#)

[electrical equipment in boarding houses](#) which requires authorised electrical equipment belonging to pupils to be visually inspected by staff from the building department.

- When work is carried out ‘near’ rather than ‘on’ overhead lines or underground services, it shall be carried out in accordance with HSE guidance. The key publications are “GS6 - Avoiding danger from overhead electric power lines” and “HSG47 - Avoiding danger from underground services”.

### 3.10.3 Responsibilities

**The head of estate and facilities in conjunction with the maintenance manager** is responsible for ensuring that the electrical safety arrangements detailed above are implemented and that accurate records are maintained in relation to the maintenance, inspection and testing of electrical systems and equipment and the assessment of electrical contractors.

**Budget holders** who are planning to purchase electrical equipment are responsible for assisting with the implementation of these arrangements by informing the building department when any new equipment is required. This is to ensure that it meets the relevant standards and is recorded on the asset register for ongoing maintenance purposes.

**Other employees with management responsibilities** are responsible for identifying any electrical safety training needs, ensuring that all employees, and where necessary pupils, are instructed and trained on basic safe working practices when using electrical equipment, visual ‘user’ checks of equipment, fault reporting procedures, banned equipment and prohibited activities such as unauthorised maintenance and repair of electrical equipment.

**Employees**, and where relevant, **pupils** are required to co-operate with the school to assist it in complying with its electrical safety responsibilities by working in accordance with the information, instruction and training provided to them, reporting any faults in electrical equipment, switching equipment off when it is not in use and by not using unauthorised items of electrical equipment.

The **health and safety officer** shall provide advice on electrical safety requirements.

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## 3.11 Manual Handling

### 3.11.1 Objective

It is our policy to meet the requirements of the Manual Handling Operations Regulations 1992 by reducing the risk of injury, particularly back injury, from the manual handling\* of loads.

### 3.11.2 Arrangements for Safe Manual Handling Operations

Where the general risk assessments carried out in accordance with Section 3.1 of these policy arrangements indicate that there may be significant risks to employees or pupils from the manual handling of loads, the following hierarchy of measures shall be followed:

- So far as is reasonably practicable, hazardous manual handling operations shall be avoided.
- A suitable and sufficient assessment shall be carried out of hazardous manual handling operations that cannot be avoided.
- The risk of injury from those operations shall be reduced so far as is reasonably practicable, with particular consideration given to the provision of mechanical assistance.

Employees, and where relevant, pupils shall receive information, instruction and training on the findings of manual handling assessments and the measures necessary to reduce the risk of injury. This training will cover the safe systems of work to be observed, details of how to recognise harmful manual handling; the safe use of mechanical handling aids and good manual handling techniques.

People with management responsibilities shall be provided with information, instruction and training on the requirements of the regulations to assist them in fulfilling their responsibilities.

### 3.11.3 Method of Performing Manual Handling Assessments

Manual handling assessments shall be carried out in accordance with the guidance contained in Health and Safety Executive publication “L23 - Manual Handling Operations Regulations 1992: Guidance on Regulations”, and the significant findings will be recorded on [the school’s manual handling assessment form \(Section 4.5\)](#).

### 3.11.4 Responsibilities

**Employees with management responsibilities** relating to manual handling operations have a duty to assist with the implementation of these arrangements by:

- Identifying manual handling tasks posing a significant risk.
- Avoiding hazardous manual handling activities as far as is reasonably practicable.
- assisting with manual handling assessments and the identification of measures to reduce the risk of injury; and
- Monitoring to ensure that the measures taken have the desired effect in practice.

*\* Manual handling means any transporting or supporting of a load (including the lifting, putting down, pushing, pulling, carrying or moving thereof) by hand or by bodily force.*

The **health and safety officer** shall provide specialist input and assist with the performing of manual handling assessments and the identification of risk control measures.

**Employees**, and where relevant **pupils**, are required to assist with manual handling assessments and work in accordance with the information, instructions and training provided to them.

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## 3.12 Control of Substances Hazardous to Health

### 3.12.1 Objective

These arrangements are designed to protect employees and pupils from the risks of exposure to substances considered to be hazardous to health. Our overall objective is to comply with the requirements of the Control of Substances Hazardous to Health (COSHH) Regulations 2002 (as amended).

### 3.12.2 Arrangements for Substances Hazardous to Health

Where the general risk assessments carried out in accordance with Section 3.1 of these policy arrangements indicate that there may be significant risks of exposure to hazardous substances, the following measures shall be implemented:

- Prior to any work being carried out that is liable to expose anyone to a substance hazardous to health a suitable and sufficient COSHH assessment of the risks created will be performed. The assessment will consider the risks to health, the practicality of preventing exposure and the steps needed to adequately control exposure when prevention is not reasonably practicable.
- In selecting control measures, the following hierarchy will be adopted:
  - a) Eliminate the use of a harmful product or substance and use a safer one.
  - b) Use a safer form of the product, e.g. paste rather than powder.
  - c) Change the process to emit less of the substance.
  - d) Enclose the process so that the product does not escape.
  - e) Extract emissions of the substance near the source.
  - f) Have as few workers in harm's way as possible.
  - g) Provide personal protective equipment (PPE).
- The risk control measures provided, including local exhaust ventilation (LEV) and PPE, will be maintained in an efficient condition and in good working order and steps will be taken to ensure that they are properly used.
- COSHH assessments shall be reviewed regularly and if the nature of the work changes or if the results of any exposure monitoring show it to be necessary.
- Employees, and where relevant pupils, will be provided with such information, instruction and training as is suitable for them to understand the risks to health created by exposure, and the precautions to be taken.
- People with management responsibilities shall be provided with information, instruction and training on the requirements of the regulations to assist them in fulfilling their responsibilities.
- All substances will be purchased from a reputable supplier and copies of up to date material safety data sheets will be obtained for each substance to be used.
- An inventory of hazardous substances and copies of associated material safety data sheets and COSHH assessment records will be maintained at each school site.



### 3.12.3 Method of Performing COSHH Assessments

COSHH assessments shall be carried out in accordance with the guidance contained in Health and Safety Executive publications “L5 – Control of Substances Hazardous to Health Regulations 2002: Approved Code of Practice and Guidance” and “HSG97 – A step by step guide to COSHH assessment”. The significant findings will be recorded on the [school’s COSHH assessment form \(Section 4.6\)](#).

### 3.12.4 Responsibilities

**Employees with management responsibilities** relating to the use of hazardous substances have a duty to assist with the implementation of these arrangements by:

- Identifying tasks requiring a COSHH assessment.
- Assisting with the assessments and the identification of risk control measures.
- Ensuring controls measures are maintained and, where necessary, thoroughly examined and tested in accordance with the COSHH Regulations.
- Monitoring to ensure that the control measures are being properly used.

**Employees**, and where relevant **pupils**, are required to assist with COSHH assessments and work in accordance with the information, instructions and training provided to them.

The **health and safety officer** shall provide specialist input and assist with the COSHH assessments and the identification of risk control measures.

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## 3.13 Work at Height

### 3.13.1 Objective

In accordance with the Work at Height Regulations 2005, as amended by the Work at Height (Amendment) Regulations 2007, it is our policy to assess the risks of working at height and either avoid the work, where reasonably practicable, or take suitable and sufficient measures to prevent or reduce the risk of any person falling resulting in personal injury.

These arrangements apply to all work at height where a person could fall a distance liable to cause personal injury. Members of staff with management responsibilities for construction work and contracted services involving work at height are also required to observe the arrangements in the school's separate policy for construction projects and Section 3.8 of this policy respectively.

### 3.13.2 Arrangements for Safe Working at Height

The following measures, derived from the key requirements and the hierarchy for managing work at height contained in the Regulations, shall be implemented to assist us in securing arrangements for safe working at height.

- Work at height shall be properly planned, assessed and appropriately supervised to ensure it is carried out in a safe manner.
- All employees and other persons engaged in a work at height activity (including those organising, assessing, planning and supervising the work) shall be competent to do so.
- Prior to undertaking any work at height, the HSE's step-by-step guide to working at height (Section 4.7) shall be used to determine whether the work can be done from the ground thus avoiding any working at height.
- Where work is carried out at height, suitable and sufficient measures shall be taken prevent or minimise the risk of a person falling from height. The measures highlighted in the HSE's step-by-step guide to working at height include the following in order of priority:
  - a) **Prevent** a fall from occurring by carrying out the work from an existing place of work that is already safe (e.g. a flat roof with edge protection), mobile elevating work platform, scaffolding or a work restraint system.
  - b) **Minimise** the distance and/or consequences of a fall (e.g. by using safety nets or soft landing system, or a fall-arrest system).
  - c) By using ladders or stepladders which can be a sensible and practical option when the correct ladder or stepladder is used for tasks of low risk and short duration.
- When the access equipment selected is either a mobile elevating work platform, scaffold (including tower scaffold, work restraint system, fall-arrest system, safety nets or soft landing system, or straight or extension ladders then the [school's permit to work at heights form \(Section 4.7\)](#) must be completed by a member of staff in a management position and issued to school employees and contractor operatives.
- When selecting equipment for work at height the most suitable equipment for the job will be used. Where possible, collective measures such as guard rails shall be used in preference to personal protection measures e.g. safety harnesses. Account will also be given to the working / surrounding

conditions and the safety of other people at the location where the work equipment is to be used. The guidance contained in Schedules 2 to 5 of the Regulations relating to the standards for work equipment, temporary structures and safety features shall be fully observed. Where ladders are used, the requirements of Schedule 6 of the Regulations shall be adhered to.

- Access to or work on or near fragile surfaces shall be prevented or adequately controlled. Where this type of work is necessary, suitable and sufficient platforms, coverings, guard rails or similar means of support or protection shall be provided. Where a risk remains despite these measures, equipment will be provided to minimise the distance and consequences of a fall. Warning notices shall be fixed at the approaches to places where fragile surfaces are situated.
- Suitable precautions shall be taken to prevent injury from falling objects or materials. In addition to physical safeguards, we shall ensure that no material or object is thrown or tipped from height where it is liable to cause injury and that adequate storage arrangements are in place to minimise the risk of personal injury. If a risk of someone being struck by a falling object remains, or if the workplace contains a danger area which presents a risk of a person falling (e.g. an excavation or opening), the area will be clearly indicated and guarded to prevent unauthorised access.

### 3.13.3 Inspection of work equipment

- Employees and others using any work equipment (including working platforms and other fall protection measures) shall visually inspect the equipment on each occasion prior to use.
- Where the safety of work equipment depends on how it is installed or assembled, it shall be inspected by a competent person – immediately after it is in position; at suitable intervals; and each time there are exceptional circumstances which are liable to jeopardise the safety of the work equipment. This applies to equipment which is covered by Regulation 8 and Schedules 2 to 6 of the Regulations. The purpose of inspection is to ensure that health and safety conditions are maintained and that any faults or deterioration are detected and remedied in good time.
- Additionally, working platforms (including any type of scaffold) used for construction work from which a person could fall 2 metres or more shall be inspected by a competent person after assembly and every 7 days thereafter. The person carrying out these inspections shall prepare a written report containing the particulars set out in Schedule 7 of the Regulations and provide a copy to the person on whose behalf the inspection was carried out within 24 hours. Copies of reports will be retained for a period of 3 months after the construction work is completed.
- Any work equipment for working at height hired in from another business will be checked to ensure that it has the appropriate test certificates and inspection documentation.

### 3.13.4 Responsibilities

**Employees with management responsibilities** involving working at height have a duty to observe these arrangements including assessing the risks, implementing control measures and ensuring their staff have adequate training. Those with additional responsibilities for construction work and contracted services involving work at height are also required to observe the arrangements in the school's separate policy for construction projects and Section 3.8 (contracted services) of this policy respectively.

The **health and safety officer** shall advise on the requirements for safe working at height.

**Employees**, and where relevant **pupils**, are required to work in accordance with the information, instructions and training provided to them.

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## 3.14 Lifting Equipment and Lifting Operations

### 3.14.1 Objective

In line with the requirements of the Lifting Operations and Lifting Equipment Regulations 1998, it is our objective to assess and control the risks associated with the use of lifting equipment\* and lifting operations.

### 3.14.2 Arrangements for Lifting Equipment and Lifting Operations

To assist with achieving this objective, the following arrangements shall be observed:

- Lifting equipment provided for use shall be suitable for its intended purpose and conditions of use. Lifting equipment purchased shall comply with the relevant British and International Standards and, where necessary, be CE marked and carry a visible indication of its safe working load (and other markings necessary to provide information on the safe use of the equipment). When purchasing new or second hand equipment all necessary product information, including the manufacturer's certificate and EC Declaration of Conformity, will be obtained from the equipment provider.
- Risk assessments shall be undertaken to identify hazards presented by lifting equipment and lifting operations and implement measures to control the risks. The assessment will give consideration to – ensuring that the lifting equipment is suitable for the tasks to be carried out; the location where the lifting equipment is to be used; the nature and characteristics of the load (i.e. weight, shape, centre of gravity, suitability of lifting points and what it consists of); the risk of the load falling or the lifting equipment striking a person or object; any limitations on use specified by the manufacturer or supplier; and the competence of the people planning, supervising and carrying out the lifting operation. Health and Safety Executive publication "L113 – Safe use of lifting equipment: Lifting Equipment and Lifting Operations Regulations 1998, Approved Code of Practice and Guidance" shall be used as the basis for risk assessments.
- As a result of the risk assessment, a competent person shall plan each lifting operation and ensure that it is adequately supervised and carried out in a safe manner by competent people. The planning for each lifting operation will normally be undertaken by the people authorised to use the equipment and will follow the guidelines suggested in publication L113. Where two or more items of lifting equipment are used simultaneously to lift a load, the plan will always be written.
- When lifting equipment is hired in or a contract lift is required, documentary proof of the safety of the equipment and competence of operators will be checked.
- Employees who plan and supervise lifting operations will have an adequate level of competence for the operations being carried out. Employees, and where relevant pupils, who use work equipment will be provided with such health and safety information, instructions and training as is necessary to enable the safe operation of lifting equipment. The training will include methods of operating the equipment, the lifting operation sequence, any risks associated with the equipment and the precautions to be observed. They will also be informed of the procedures to be used to report defects identified in equipment, and faulty equipment will be marked accordingly and removed from use until it is repaired or replaced.

\* The definition of 'lifting equipment' within the regulations is extremely wide. It includes equipment such as cranes, lift trucks, passenger lifts, goods lifts, vehicle tail lifts, construction site hoists, electric hoists, mobile elevating work platforms, gin wheels, ropes, chain slings, webbing slings, hooks, shackles, eye bolts etc.

- Lifting equipment will be maintained in an efficient state, in efficient working order and in good repair so that its condition or operating performance does not deteriorate to the extent that it puts people at risk. Thorough examination and testing of lifting equipment will be arranged and carried out by a competent person employed by an independent company. This will be based on an examination scheme in line with publication L113.

### 3.14.3 Responsibilities

**Employees with management responsibilities** in relation to the use of lifting equipment have a duty to observe these arrangements including selecting the correct equipment for the job, ensuring their staff have adequate training and making sure lifting equipment is examined and tested at the appropriate frequencies.

The **health and safety officer** shall provide advice on the safe use of lifting equipment.

**Employees**, and where relevant **pupils**, are required to work in accordance with the information, instructions and training provided to them.

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## 3.15 Display Screen Equipment

### 3.15.1 Objective

It is our policy to comply with the Health and Safety (Display Screen Equipment) Regulations 1992, as amended by the Health and Safety (Miscellaneous Amendments) Regulations 2002, by adequately controlling the risks to health and safety associated with the use of Display Screen Equipment (DSE).

### 3.15.2 Arrangements for the Safe Use of Display Screen Equipment

To assist with the achievement of the above objective, the following steps shall be taken.

- Suitable and sufficient assessments of the risks to employees arising out of DSE use shall be carried out. This will involve performing workstation assessments for those employees designated as DSE users in accordance with the definition contained in the DSE Regulations and supplementary guidance. The assessments shall be reviewed when they are no longer valid (e.g. when there are significant changes to the equipment, furniture and software, when new users start or change workstations and when the nature of the work changes considerably). The DSE self-assessment form and guidance for staff is [available on the intranet by clicking here](#).
- All DSE workstations (i.e. comprising of furniture, display screen equipment, immediate work environment and computer/user interface) provided for use will meet the requirements laid down in the Schedule to the Regulations.
- The work activities of DSE users shall be planned so that their daily DSE work is periodically interrupted by changes of activity that reduce their DSE workload.
- All DSE users shall, when requested by them, be entitled to free regular eyesight tests by a registered ophthalmic optician. When glasses are prescribed for the work being done by a user as a result of an eyesight test, a contribution towards their cost shall be made by the school.
- All DSE users shall receive information, instruction and training on the risks to health and safety and the measures to be taken to reduce the risks.

### 3.15.3 Responsibilities

**Employees with management responsibilities** have a duty to assist with the implementation of these arrangements.

**Employees** designated as DSE users shall be responsible for co-operating with the DSE workstation assessment process and working in accordance with the information, instruction and training provided to them.

The **health and safety officer** shall advise on all aspects of DSE assessment and use.

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## 3.16 Personal Protective Equipment

### 3.16.1 Objective

In accordance with the requirements of the Personal Protective Equipment (PPE) at Work Regulations 1992 it is our policy to provide PPE, free of charge, and ensure that it is properly used to control risks to health and safety that cannot be adequately controlled in other ways.

### 3.16.2 Arrangements for the Provision and Use of PPE

Based on the results of risk assessments, when it is necessary to provide PPE\*, the following measures shall be taken to assist in complying with the regulations:

- Prior to using PPE, it shall be assessed to ensure that it is correct for the particular circumstances of use and that it offers an adequate level of protection against the risks involved. If more than one item of PPE is to be worn, each item shall be assessed to make sure they are compatible with one another. In addition, all PPE purchased shall be accompanied by a Declaration of Conformity.
- All PPE, other than disposable PPE, shall be maintained in an efficient state, in efficient working order and in good repair to ensure that it continues to provide the degree of protection for which it is designed. Suitable accommodation shall also be provided to make sure that the equipment can be safely stored and kept clean and free from contamination when not in use.
- Employees and pupils shall be provided with suitable information, instruction and training to assist in ensuring that PPE is effectively used to protect against hazards in the working or learning environment. When staff are issued with PPE, they shall sign and date the PPE issue record form.

### 3.16.3 Responsibilities

**Employees with management responsibilities** are responsible for assisting in compliance with the PPE regulations by adopting the relevant measures detailed above, ensuring that PPE is being used properly by employees and pupils in accordance with the training they have been given; and making sure that an adequate stock of PPE is purchased and maintained. They shall also ensure that the [school's PPE issue record form \(Section 4.8\)](#) is used to record the PPE provided and that it is signed and dated by staff when they are issued with their PPE.

**Employees** and **pupils** required to use PPE have a duty to wear it in accordance with the information, instruction and training they have received; return it to the accommodation provided after use; and report any loss or obvious defects in PPE to the responsible person.

The **health and safety officer** shall advise on all aspects of PPE selection and use.

*\* PPE is regarded as the 'last resort' within the hierarchy of control measures in terms of protection against risks to health and safety. It is however required, and shall be provided, wherever there is a risk that cannot be controlled by alternative, more effective, means (e.g. engineering controls).*

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## 3.17 Control of Noise at Work

### 3.17.1 Objective

These arrangements are in place to protect employees and pupils from the risk of noise induced hearing loss and other health effects of noise at work. Our objective is to comply with the requirements of the Control of Noise at Work Regulations 2005 by assessing and identifying the measures to eliminate or reduce the risks from exposure to noise.

### 3.17.2 Arrangements for Controlling Noise at Work

Where the general risk assessments carried out in accordance with Section 3.1 of these policy arrangements indicate that there may be risks to hearing from noisy work equipment or activities, the following measures shall be implemented:

- An assessment of the risks from noise at work will be carried out for any work liable to expose employees or pupils to noise at or above a **lower exposure action value**. These values relate to a daily or weekly personal noise exposure level averaged over a working day or week and the maximum noise (peak sound pressure) to which people are exposed to in a working day.
- There are also levels of noise exposure which must not be exceeded (after taking account of any reduction in exposure provided by hearing protection). If these **exposure limit values** are exceeded, a planned programme of noise control will be put in place.
- As a result of the assessments, action shall be taken to identify the measures required to eliminate or reduce risks, control exposure and protect employees and pupils. Where exposure cannot be reduced using engineering controls or management solutions, hearing protection will be provided and, where necessary, its use will be enforced. Hearing protection zones (and specific types of work equipment) will also be identified where the use of hearing protection is compulsory.
- The risk control measures provided, including hearing protection, will be maintained in an efficient condition and in good working order and steps will be taken to ensure that they are properly used.
- Noise assessments shall be reviewed regularly and if there are any changes to work practices, noise exposures or if information on new ways to reduce risks becomes available.
- Employees, and where relevant pupils, will be provided with such information, instruction and training on the risks, control measures, hearing protection and safe working practices.
- Appropriate health surveillance (including hearing checks) will be provided to those who are at risk, including employees likely to be frequently exposed to the 'upper exposure action values'.
- Due consideration will be given to purchasing machinery and work equipment from suppliers who can demonstrate a low-noise design, with noise control as a standard part of the equipment and not a costly optional extra.



### 3.17.3 Method of Performing Noise Assessments

The assessments shall be carried out by a competent person in line with the guidance contained in Health and Safety Executive publication “L108 – Controlling noise at work: The Control of Noise at Work Regulations 2005, Guidance on the regulations”.

### 3.17.4 Responsibilities

**Employees with management responsibilities** relating to work liable to expose employees or pupils to harmful noise exposure have a duty to assist with the implementation of these arrangements by:

- Identifying work that may require a noise assessment.
- Assisting with the assessments and the identification of risk control measures.
- Ensuring control measures are provided and maintained and monitoring to check that they are being properly used.

**Employees**, and where relevant **pupils**, are required to assist with noise assessments, co-operate with any health surveillance provided and work in accordance with the information, instructions and training they receive.

The **health and safety officer** shall provide specialist input and assist with the noise assessments and the identification of risk control measures.

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## 3.18 Control of Vibration at Work

### 3.18.1 Objective

In line with the Control of Vibration at Work Regulations 2005 it is our policy to protect employees from the risks of suffering hand-arm vibration and whole-body vibration associated with the use of some hand-held and hand-fed tools and driving certain types of vehicles.

### 3.18.2 Arrangements for Controlling Vibration at Work

Where the general risk assessments carried out in accordance with Section 3.1 of these policy arrangements indicate that there may be risks to health caused by vibration, the following measures shall be implemented:

- An assessment of the risks from vibration will be carried out to determine whether employees are likely to be exposed to levels of vibration above the daily **exposure action values** or the daily **exposure limit values** for hand-arm or whole-body vibration. The daily exposure limit value is the maximum amount of vibration an employee may be exposed to on any single day. The daily exposure action value is the level of daily exposure to vibration above which you are required to take actions to reduce exposure.
- As a result of the assessments, where the exposure is likely to be above the daily exposure limit value, immediate action will be taken to reduce exposure to a level equal to or below that value. Where exposure is likely to be above the daily exposure action value, a programme of controls will be introduced to eliminate or reduce daily exposure to as low a level as is reasonably practicable.
- Where identified as being necessary by the risk assessments, an appropriate programme of health surveillance (for hand-arm vibration) or health monitoring (for whole-body vibration) will be provided for employees, including those likely to be regularly exposed to the daily exposure action values.
- The risk control measures provided will be monitored and maintained to ensure they remain effective.
- Vibration risk assessments shall be reviewed regularly and if there are any changes to work practices, exposure levels or if information on new ways to reduce risks becomes available.
- Employees will be provided with such information, instruction and training on the risks, control measures and safe working practices.
- Due consideration will be given to purchasing vehicles and work equipment from suppliers who can provide equipment with vibration reduction features.

### 3.18.3 Method of Performing Vibration Assessments

The assessments shall be carried out by a competent person in line with the guidance contained in Health and Safety Executive publications “L140 – Hand-arm vibration: The Control of Vibration at Work Regulations 2005, Guidance on the regulations” and “L141 – Whole-body vibration: The Control of Vibration at Work Regulations 2005, Guidance on the regulations”.

### 3.18.4 Responsibilities

**Employees with management responsibilities** relating to work liable to expose employees to harmful levels of hand-arm or whole-body vibration have a duty to assist with the implementation of these arrangements by:

- Identifying work that may require a risk assessment.
- Assisting with the assessments and the identification of risk control measures.
- Ensuring control measures are provided, maintained and monitored to check that they are being effective.

**Employees** are required to assist with risk assessments, co-operate with any health surveillance or health monitoring provided and work in accordance with the information, instructions and training they receive.

The **health and safety officer** shall provide specialist input and assist with the risk assessments and the identification of risk control measures.

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## 3.19 Management of Asbestos-Containing Material

### 3.19.1 Objective

Our objective is to comply with the Control of Asbestos Regulations 2012 by identifying, assessing and managing asbestos-containing material (ACM) to prevent or minimise exposure to the health risks associated with asbestos.

In addition to these arrangements, the school has a separate [asbestos management plan](#) and register which includes details of the location of asbestos-containing materials and sets out how the risks will be managed on an ongoing basis.

The 2012 regulations came into force on 6 April 2012. The main change from the 2006 regulations is that some types of non-licensed work with asbestos now have additional requirements, i.e. notification of work, designated areas, medical surveillance and record keeping. All other requirements remain unchanged.

### 3.19.2 Arrangements for the Management of Asbestos-Containing Material

The regulations are detailed and wide-ranging and those with specific responsibilities detailed in Section 3.19.3 below shall observe and follow the legal requirements and supplementary guidance available from the Health and Safety Executive (HSE). HSE publication “L143 – Managing and working with asbestos: Control of Asbestos Regulations 2012, Approved Code of Practice and Guidance” is the primary source of information and guidance on the legal requirements. This section summarises the key arrangements and control measures necessary to comply with the regulations.

#### 3.19.2.1 Duty to Manage Asbestos

The regulations include a specific ‘duty to manage asbestos in non-domestic premises’. To assist in meeting this duty:

- Steps shall be taken to identify ACM, the amount of material and its condition. This shall involve surveys carried out in accordance with HSE publication “HSG264 – Asbestos: The survey guide” by competent surveyors accredited by the United Kingdom Accreditation Service (UKAS). The two types of surveys are:
  - a) **Management Survey.** This is required in order to manage ACM during the normal occupation and use of premises. This type of survey will locate ACM that could be damaged or disturbed by normal activities, by foreseeable maintenance, or by installing new equipment. It involves minor intrusion and minor ACM disturbance to make an assessment of the material and assist in prioritising any remedial work. Where existing ACM is in good condition, it may be left in place and its condition will be monitored and managed to ensure it is not disturbed.
  - b) **Refurbishment / Demolition Survey.** Where identified as being necessary, a refurbishment or demolition survey will be undertaken when a building, or part of it, needs upgrading, refurbishment or demolition. The aim is to ensure that nobody will be exposed to harmful materials and that the work will be done by the right employee or contractor in the correct way. The survey locates and identifies ACM before any work begins at the location and involves destructive inspection and material disturbance. The area being surveyed is also vacated and certified ‘fit for occupation’ after the survey.

**(Note:** Where material is not accessed or assessed during any survey, it shall be presumed to be ACM unless there is reliable evidence to the contrary).

- A register of the location and condition of ACM and materials presumed to be ACM shall be kept up to date.
- The risks of anyone being exposed to fibres from the ACM identified shall be assessed and a written plan of work setting out how the risk will be managed shall be prepared and implemented. The risk assessment and written plan shall be reviewed and monitored to ensure they remain valid and up to date.
- Information on the location and condition of ACM will be provided to employees, contractors and any other people who are likely to disturb it.

### 3.19.2.2 Working with Asbestos

#### **Licensed work**

All work with ACM or work which may disturb ACM requiring a licence shall be carried out by a licensed asbestos contractor operating under a licence granted by the HSE. In general, work with asbestos insulation, asbestos coating and asbestos lagging, asbestos insulating board and asbestos removal work will require a licence. Additional requirements of the regulations apply to licensed work including – notification of the work to the HSE; arrangements to deal with incidents and emergencies; setting up designated areas; and employee health records and medical surveillance.

Licensable work with asbestos is work:

- Where the exposure of employees to asbestos is not sporadic and of low intensity; or
- Where the risk assessment cannot clearly demonstrate that the control limit will not be exceeded; or
- On asbestos coating; or
- On asbestos lagging; or
- On asbestos insulation or asbestos insulating board where the risk assessment demonstrates that the work is not short duration work, is not sporadic and of low intensity, and that the control limit will not be exceeded.

#### **Non-Licensed Work**

The following work is exempt from all licensing requirements:

- Work where the exposure to ACM is sporadic and of low intensity.
- It is clear from the risk assessment that the exposure of workers to ACM will not exceed the control limit; and
- The work involves:

- a) Short, non-continuous maintenance activities in which only non-friable materials are handled;  
or
- b) Removal without deterioration of non-degraded materials in which the ACM fibres are firmly linked in a matrix; or
- c) Encapsulation or sealing of ACM which is in good condition; or
- d) Air monitoring and control, and the collection and analysis of samples to ascertain whether a specific material contains asbestos.

Non-licensed work shall be carried out by either by licensed asbestos contractors or authorised and competent employees who have attended the necessary training and face-fit testing for respiratory protective equipment. All such work shall be carried out in line with the detailed guidelines contained in HSG210 – Asbestos Essentials.

### **Notifiable Non-Licensed Work**

Since April 2012, some types of non-licensed work have had additional requirements. This work is known as notifiable non-licensed work (NNLW) and the additional requirements relate to:

- Notification of the work to the HSE.
- Designating areas where work is being carried out.
- Keeping records of NNLW including a copy of the notification with a list of employees on the job, and the level of likely exposure of those employees to ACM.
- Ensuring all employees carrying out NNLW are under medical surveillance by a Doctor.

For work that is exempt from the need for a licence, an assessment shall be made to determine if it is NNLW or non-licensed work. The key factors considered when reaching a decision are:

- The type of work to be carried out.
- The type of ACM.
- The condition of the ACM.

Notifiable Non-licensed work shall be carried out by licensed asbestos contractors. All such work shall be carried out in line with the detailed guidelines contained in HSG210 – Asbestos Essentials.

**Note:** In all the above cases, HSE publication “HSG210 – Asbestos Essentials: A task manual for building, maintenance and allied trades on non-licensed asbestos work” (which is also available in a series of ‘task sheets’ available from [www.hse.gov.uk/asbestos/essentials](http://www.hse.gov.uk/asbestos/essentials)), will be used when making the above judgements as it includes more detailed guidance and a ‘decision flow chart’ to assist with the process.

### 3.19.2.3 Information, Instruction and Training

Information, instruction and training shall be provided to employees who are likely to be exposed to ACM including those who undertake work that does not require a licence (and some types of NNLW) and those who supervise or manage them. This will include maintenance operatives and employees who work on the school's fire and intruder alarm systems, and our information technology and telecommunications infrastructure. The training provided shall include general awareness training and job/task specific training relating to non-licensable work within the school.

Refresher training shall be given at regular intervals and when there are any significant changes in the type of work carried out or the methods of work to be used.

### 3.19.2.4 Links to Other School Policies

The arrangements detailed in this section of the policy for managing ACM will not be considered in isolation. Due regard will be given to the duties highlighted within Section 3.8 (Contracted Services), in relation to contractor selection and the provision of information on ACM and, as mentioned above, the school's asbestos management plan is a vital source of information and guidance. The school's separate policy for construction work is also relevant as the school, in its role as the client under **the Construction (Design and Management) Regulations 2015**, will provide designers and contractors with project-specific information on the presence of ACM so that the risks associated with design and construction work can be addressed.

### 3.19.3 Responsibilities

The **head of estate and facilities** is responsible for ensuring that the arrangements detailed above are implemented. Key staff in other departments have duties to support the school in meeting these duties, including those working in the Information Technology Department and staff in the building department working on maintenance tasks, planned work projects and Capital Projects. This will include:

- Arranging for surveys to be carried out and keeping the asbestos register up to date.
- Determining which work will be licensed, non-licensed or NNLW.
- Ensuring that the risks are assessed and a written plan of work setting out how the risks will be managed is prepared and implemented when required. This will include taking reasonable steps to – provide adequate information to those who need it; prevent or reduce exposure; and make sure the control measures are properly used and adequately maintained.
- Providing information, instruction and training for employees required to work with ACM to make sure they have the appropriate initial and ongoing levels of competence and awareness.

**Employees** who undertake work with ACM are required to co-operate with the implementation of these arrangements by working in accordance with training they have been provided, making full and proper use of the control measures and reporting any faults or defects in the equipment and arrangements for controlling the risks to health and safety.

The **health and safety officer** shall provide advice and support on all aspects of health and safety relating to the management of ACM.

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## 3.20 Pressure Systems Safety

### 3.20.1 Objective

In accordance with the Pressure Systems Safety Regulations 2000 it is our policy to minimise the risks associated with hazard of stored energy within pressure systems\*.

### 3.20.2 Arrangements for the Safety of Pressure Systems

To assist in meeting our objective:

- Pressure systems in use shall be suitable for their purpose and conditions of use and shall comply with the relevant Regulations and Standards.
- Prior to using any pressure system, the safe operating limits will be established and made readily available. Pressure systems will not be operated until a written scheme for the periodic examination has been drawn up by a competent person and implemented. If the competent person carrying out an examination under the written scheme of examination identifies a serious defect, the system will not be used until the defect is rectified.
- In addition to the written scheme of examination, systems shall be maintained in good repair, so as to prevent danger.
- Employees who operate pressure systems will be provided with information, instruction and training on the safe operating procedures, fault reporting and any special procedures to be followed in the event of an emergency.
- Records will be kept as required by the regulations, including those relating to examination reports, maintenance and operator training.
- Transportable pressure receptacles (gas cylinders) used in the school will be provided with the relevant safety information be periodically inspected by the supplier.

### 3.20.3 Responsibilities

The **head of estate and facilities in conjunction with the maintenance manager** and other **employees with management responsibilities** in relation to the provision and use of pressure systems have a duty to observe and implement these arrangements adopting the guidance contained in Health and Safety Executive publication “L122 – Safety of pressure systems: Pressure Systems Safety Regulations 2000, Approved Code of Practice”.

The **health and safety officer** shall advise on the regulatory requirements relating to the safety of pressure systems.

**Employees**, and where relevant **pupils**, who operate pressure systems are required to work in accordance with the training provided to them.

*\* Examples of pressure systems and equipment are – boilers and steam heating systems; pressurised process plant and piping; compressed air systems; pressure cookers, autoclaves and retorts; heat exchangers and refrigeration plant; valves, steam traps and filters; pipework and hoses; and pressure gauges and level indicators.*

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## 3.21 Control of Legionella Bacteria in Water Systems

### 3.21.1 Objective

Our objective is to comply with the Control of Substances Hazardous to Health (COSHH) Regulations 2002 (as amended) by identifying, assessing and preparing a scheme to control the risks of legionellosis associated with legionella bacteria. Legionnaires' disease (a potentially fatal pneumonia) is the most well-known form of legionellosis caused by legionella bacteria.

### 3.21.2 Arrangements for the Control of Legionella Bacteria

Health and Safety Executive (HSE) publication "L8 – Legionnaires' disease: The control of legionella bacteria in water systems, Approved Code of Practice and Guidance" is the primary source of information and guidance on the legal requirements. L8 is supplemented by "HSG274 – Legionnaires' Disease: Technical guidance". The HSE guidance provides detailed practical advice for duty holders and those with specific responsibilities detailed in Section 3.21.3 below shall be conversant with it. This section summarises the key arrangements and control measures necessary to comply with the legal requirements.

- A competent person shall identify sources of risk and undertake a COSHH assessment to check whether conditions are present which may encourage bacteria to multiply and expose people to legionellosis. The purpose of the assessment is to determine the risk to health and the measures necessary to prevent, or adequately control, the risk from exposure to legionella bacteria.
- Where deemed necessary as a result of the assessment, a written scheme for controlling the risk of exposure shall be implemented and managed. The implementation and management of the scheme will be overseen by an employee appointed as the 'responsible person' in line with the legal requirements.
- The responsible person appointed shall ensure that appropriate records are kept, including details of - the person or persons responsible for conducting the COSHH assessment, managing, and implementing the written scheme; the significant findings of the assessment; the written scheme required for controlling the risk of exposure and details of its implementation; and the results of any monitoring, inspections, tests or checks carried out, and the dates.
- The assessments shall be reviewed regularly and whenever there is reason to suspect they are no longer valid. This will include when – there are changes to the water system or its use; changes to the use of the building; new information on risk and control measures becomes available; the results of checks indicate that control measures are no longer effective; and if a case of Legionnaires' diseases is associated with the system.
- Organisations appointed to provide consultancy on risk assessments and written schemes or water treatment services will be assessed in accordance with the school's policy arrangements for contracted services (Section 3.8). They will also be required to work in accordance with, and register under, the Legionella Control Association's publication "The Control of Legionellosis: A Recommended Code of Conduct for Service Providers".

### 3.21.3 Responsibilities

The **head of estate and facilities in conjunction with the maintenance manager** is the 'responsible person' appointed by the school in relation to the control of legionella bacteria and has duty to oversee the implementation of these arrangements.

**Employees** who are allocated with responsibilities to assist with the implementation of the written scheme are required to work in accordance with the information, instructions and training provided to them.

The **health and safety officer** shall provide advice relating to the legal requirements associated with the control of legionella bacteria and report any cases of legionellosis in employees (that arise out of or in connection with their work) to the HSE.

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## 3.22 Gas Installations and Appliances

### 3.22.1 Objective

In accordance with the Gas Safety (Installation and Use) Regulations 1998, it is our policy to protect the health and safety of employees, pupils and others from the risks presented by the use of gas installations and appliances. The Regulations deal with the safe installation, maintenance and use of gas systems, including gas fittings, appliances and flues in relevant premises.

### 3.22.2 Gas Safety Arrangements

Health and Safety Executive (HSE) publication “L56 – Safety in the installation and use of gas systems and appliances: Gas Safety (Installation and Use) Regulations 1998, Approved Code of Practice and Guidance” is the main source of information on the legal requirements. It provides detailed practical advice on complying with the law and those with specific responsibilities detailed in Section 3.22.3 below shall be conversant with it. This section summarises the key arrangements in place.

- Gas installations and appliances shall be designed to be suitable for its conditions of use, manufactured to the appropriate standard and shall be installed and commissioned by a competent person.
- The maintenance, servicing, safety checks (and repairs where required) of gas appliances and flues shall be carried out annually. The work shall be carried out by a Gas Safe registered engineer with the required level of competence for the particular work being done.
- Records of maintenance and safety checks shall be maintained and kept for two years. Where necessary, the latest safety check record shall be provided to the relevant person and displayed in a prominent position.
- All contractors appointed to undertake work on gas installations or appliances will be Gas Safe registered and assessed in accordance with the school’s policy arrangements for contracted services (Section 3.8).

Emergency arrangements are in place in the event of a suspected gas leak or concern about the safety of any gas appliances. This involves the following instructions for staff if they suspect a gas leak:

- a) Immediately call the building department on 273709. If not immediately available, call the National gas emergency number – 0800 111 999. Advice will be given on the possible need to vacate the premises.
- b) Shut off the gas supply control valve (if safe to do so).
- c) Open all doors and windows, do not use any electrical appliances or allow any sources of ignition.

### 3.22.3 Responsibilities

The **head of estate and facilities in conjunction with the maintenance manager** is the ‘responsible person’ appointed by the school in relation to gas safety and has duty to oversee the implementation of these arrangements.

**Employees** who are allocated with responsibilities to work on gas installations or appliances shall work in accordance with the information, instructions and training provided to them.

The **health and safety officer** shall provide advice relating to the legal requirements associated with the use of gas.

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## 3.23 Lone Working and Personal Safety

### 3.23.1 Objective

It is acknowledged that there may be health and safety implications for employees and contractors when they are working alone. Our objective is to minimise the risks, so far as is reasonably practicable, by undertaking risk assessments and introducing safe working arrangements, procedures and guidance for lone working and personal safety.

### 3.23.2 Arrangements for Lone Working and Personal Safety

The following arrangements shall be implemented to assist in achieving our objective:

- Risk assessments shall be carried out in line with Section 3.1 of this policy by following the principles of the Health and Safety Executive's guidance "INDG163 Risk assessment - A brief guide to controlling risks in the workplace" which are explained in the [school's guidance on carrying out risk assessments \(Section 4.1\)](#). Specific guidance on undertaking lone working risk assessments is also provided for managers in the [school's guidance on lone working and personal safety \(Section 4.9\)](#).
- Comprehensive and relevant information, instruction and training shall be provided to employees, and others when necessary, on the risks to their health and safety identified by the risk assessments and on the risk controls measures introduced as a result of the assessments. Information on personal safety shall also be provided.
- The risk assessments (and risk control measures) shall be reviewed and, if necessary, modified annually and if there is reason to believe they are no longer valid.

### 3.23.3 Responsibilities

**Employees with management responsibilities** have the following duties to assist the school in implementing these arrangements:

- Carry out risk assessments and develop and implement risk control measures.
- Provide employees and others, as necessary, with comprehensive and relevant information, and training on the significant risks and control measures identified.
- Maintain accurate records of risk assessments and the information and training provided as a result of the assessments.
- Monitor the effectiveness of the risk control measures and review the risk assessments on an annual basis, or sooner, when there are reasons to believe they are no longer valid.

**Employees** are required to contribute to the risk assessment process, observe the risk control measures identified and report all incidents to their line manager.

The **health and safety officer** shall provide advice and support on lone working risk assessments and personal safety.

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## 4.0 Guidance and Forms

### Introduction

This section of the policy contains specific guidance and forms\* to assist employees with management responsibilities to implement the policy.

The health and safety officer should be contacted where advice and assistance is required e.g. specialist input in relation to manual handling and COSHH assessments and contractor prequalification questionnaire assessments.

\* **Note:** Microsoft Word versions of the forms are also available on the intranet for use.

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## 4.1 Risk Assessment Guidance

### 4.1.1 Introduction

This document offers practical guidance for staff with management responsibilities on how to carry out general risk assessments in line with the Management of Health and Safety at Work Regulations (MHSWR) 1999. General assessments of the risks to the health and safety of employees, pupils and others who may be affected by the school's activities are required to assist us in determining what measures are needed to comply with health and safety legislation.

A risk assessment is simply a careful examination of what could cause harm to people so that you can weigh up whether you have taken enough precautions or should do more to prevent harm or ill-health.

### 4.1.2 Scope

These guidelines apply to all school locations and activities and are aimed at assisting members of staff who have responsibilities for carrying out risk assessments.

The risk assessments should concentrate on the identification and control of **significant risks** that are liable to arise in connection with our activities. Trivial risks can usually be ignored. The law does not expect us to eliminate all risks, but we are required to protect people as far as is 'reasonably practicable'.

### 4.1.3 Links with other risk assessment requirements

The general nature of the risk assessments required by the MHSWR overlap with duties contained in other regulations that have **specific** risk assessment requirements. Where these duties overlap, compliance with the duty in the more specific regulations will normally be regarded as sufficient. For example, if an activity includes a significant risk of injury due to manual handling and an assessment has been carried out in accordance with the Manual Handling Operations Regulations 1992, that assessment, so long as it is still valid does not need to be repeated. It should however be cross-referenced to the general assessment relating to the activity.

The same principles apply in connection with the use of display screen equipment, hazardous substances, work equipment, fire and exposure to noise. There are many other regulations which contain either explicit or implicit risk assessment requirements. Further advice can be obtained from the health and safety officer.

### 4.1.4 Defining hazard and risk

**Hazard** - Something with the potential to cause harm. This can include chemicals, machinery or work equipment, electricity, working at height, workplace condition or situation, etc.

**Risk** – Expresses both the likelihood that harm from a particular hazard will occur together with an indication of how serious the harm could be (its severity).

### 4.1.5 How to carry out a risk assessment

The school's risk assessment form, which is appended to this guidance document, should be used to record the risk assessment.

The following guidelines are based on the Health and Safety Executive's guidance "INDG163 Risk assessment - A brief guide to controlling risks in the workplace."

### **Identify the hazards**

First you need to identify the significant hazards that could harm people. When you work in a place every day it is easy to overlook some hazards, so here are some tips to help you identify the ones that matter:

- Draw up an inventory of the activities and locations that you have responsibility for to assist in determining which ones will require a risk assessment.
- Adopt a team approach by involving your colleagues (and pupils where necessary) as they will have useful knowledge of the activities and premises to contribute to the process.
- Walk around to identify any unsafe conditions and observe the way work is actually carried out to see if safe working practices are being followed.
- Refer to Regulations, Approved Codes of Practice and published practical guidance on hazard identification and risk control measures e.g. by visiting the HSE's website at [www.hse.gov.uk](http://www.hse.gov.uk) or using guidance from trade associations or educational support services such as CLEAPSS.
- Check British and international standards and manufacturers' instructions or data sheets for chemicals and equipment as they are helpful at spelling out the associated hazards.
- Look back at your accident and ill-health records which can help in identifying the less obvious as well as the common hazards.
- Don't forget the long-term hazards to health as well as safety hazards e.g. exposure to harmful substances or high noise levels.

### **Decide who might be harmed and how**

For each hazard you need to be clear about who might be harmed as it will help you identify the best way of managing the risk. This doesn't mean listing everyone by name, but rather identifying groups of people e.g. staff, pupils, visitors, etc.

In each case, identify how they might be harmed e.g. staff required to undertake manual handling activities could suffer back injury, muscular problems or sprains and strains.

Give additional consideration to the following:

- People with particular requirements such as new pupils, employees and volunteers who may not be familiar with the hazards. All pupils, employees classed as young persons and children on work experience may also be more vulnerable as they lack experience, have a limited awareness of existing or potential risks and have yet to fully mature.
- Those who are not on the premises all the time e.g. visitors, contractors, maintenance workers, etc and members of the public who could be harmed by our activities.
- The risks to new and expectant mothers.
- People with disabilities and / or learning difficulties.
- Those who do not speak English as their first language.
- Others who share our workplace or premises to ensure adequate co-operation between all parties to assess and control the risks.



## Evaluate the risks and decide on precautions

Firstly, look at what you are already doing to control the risk by considering the existing control measures in place. Second, evaluate the level of risk (by allocating a risk rating of high, medium or low).

The two factors that contribute to the risk arising from a hazard are:

1. How likely it is that the hazard will result in an incident (**Likelihood**); and
2. If the hazard did cause an incident, how severe the consequences would be (**Severity**).

**Likelihood** - when considering how likely it is that harm will occur, the following factors should be taken into account:

- how often people are exposed to the hazard;
- the competence of the people performing the work and the knowledge and awareness of others who may be affected by the work;
- the existing control measures in place, taking into consideration whether they are being properly used and their effectiveness; and
- historical information from previous incidents.

**Severity** - when assessing the severity of the consequences the following factors should be considered:

- the type of consequence e.g. personal injury, ill health, fire, damage to equipment or property or pollution;
- the degree of harm that may be sustained e.g. the seriousness of any injury; and
- the population that may be affected (taking into account the number of people and those who may be particularly vulnerable).

Next, compare what is in place against the relevant standards and good practice to see if there is more you should be doing to bring it up to the relevant standard or reduce the risk further.

When identifying risk control measures the following hierarchy should be followed:

1. Eliminate the hazard e.g. by not using a particular dangerous substance or by doing the work in a different way.
2. Reduce the risk by substituting the hazard with a less risky option e.g. using a less hazardous chemical or replacing a mains-operated tool with a rechargeable tool.
3. Prevent access to or contain the hazard e.g. by guarding dangerous parts of a machine.
4. Combat risks at source e.g. if steps are slippery, treating or replacing them is preferred to displaying a warning sign.
5. Organise work to reduce exposure e.g. reduce the time people are exposed or put barriers between traffic and pedestrians.
6. Provide a safe system of work by the safe design of the workplace and the provision of information, instruction, training and supervision.
7. Provide adequate welfare facilities for hygiene and removal of contamination.
8. Provide personal protective equipment when the risks cannot be adequately controlled in other ways.

In all cases, the risk should be reduced to as low a level as is reasonably practicable.

## **Record the findings and implement them**

Putting the results of your risk assessment into practice is vitally important and will make the difference when improving our health and safety standards. Writing down the results of your risk assessment on the attached form and sharing them with your colleagues, and where necessary pupils, is essential. The risk assessment employee declaration form should be used to record this.

Where further actions have been identified as being necessary, a risk-proportionate approach or plan should be introduced and the actions should be allocated to a responsible person with a suitable timescale for their implementation agreed.

A good plan of action can include a mixture of different things such as:

- A few cheap or easy improvements that can be done quickly, perhaps as a temporary solution until more reliable controls are in place.
- Long-term solutions to those risks most likely to cause serious accidents or ill health.
- Arrangements for training employees and pupils on the main risks that remain and how they are to be controlled.
- Regular checks to make sure that the control measures stay in place.

Remember, prioritise and tackle the most important things first.

## **Review your assessment and update it if necessary**

When you have completed the risk assessment, you should set a review date which should be at least annually.

However, few workplaces stay the same and it makes sense to review your assessment and, if necessary, revise it in the following circumstances:

- If the nature of the work changes, e.g. when changes occur in the location, the tasks, the personnel performing the work, the procedures or if any new equipment, substances, etc are introduced.
- When incidents involving injury or work related ill-health have occurred or if the results from active health and safety monitoring activities (e.g. safety inspections, fault report systems, etc) indicate the need for a review.
- When changes occur to health and safety legislation and when new information on hazards and risks develops.
- If a person affected by the risk assessment has a change in circumstances regarding their health or is returning to work after an injury or if an employee informs her manager that she is pregnant.

### **4.1.6 Further advice and support**

Sample risk assessments are available on the intranet and the health and safety officer is responsible for advising on risk assessments and risk control measures.

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CORPORATION OF OUNDLE SCHOOL – GENERAL RISK ASSESSMENT FORM

**Title of risk assessment:**

<b>Premises / location:</b>		<b>Assessment carried out by:</b>		<b>Assessment date:</b>		<b>Ref No:</b>	
<b>Description of premises and activities being assessed:</b>							

Significant hazards	Who may be harmed and how?	Existing control measures in place (and / or any shortcomings)	Risk rating (1) (H / M / L)	Further actions required (By whom & when)	Completion date?	Revised risk rating

**Note 1:** The **risk rating** (either high, medium or low) is determined by considering both the **likelihood** (how likely is it that the hazard(s) will result in an incident) and the **severity** (how severe the consequences could be if the hazard(s) did cause an incident). In all cases, the risk should be reduced to as **low a level as is reasonably practicable**.

Significant hazards	Who may be harmed and how?	Existing control measures in place (and / or any shortcomings)	Risk rating (1) (H / M / L)	Further actions required (By whom & when)	Completion date?	Revised risk rating

<b>Assessor(s) name(s):</b>		<b>Signature(s):</b>		<b>Assessment review date:</b>	
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## RISK ASSESSMENT – EMPLOYEE DECLARATION

Risk assessments are carried out in accordance with the Management of Health and Safety at Work Regulations 1999. By signing below you are acknowledging that you have read, understand and will work in accordance with the content of this risk assessment. You are also required to report any shortcomings in the risk assessment to your immediate Supervisor or Line Manager.

**Note: Failure to observe your responsibilities may result in disciplinary procedures.**

Risk assessment title	Ref No	Name (block capitals)	Date	Signature

## 4.2 Incident Reporting and Investigation Guidance

### 4.2.1 Introduction

The purpose of reporting and subsequently investigating incidents involving injury or ill-health is to establish the facts, ascertain both the immediate and underlying causes, and identify and put in place measures to prevent similar accidents from happening again. Most accidents have more than one cause with lots of contributory factors, therefore, do not be tempted to allocate blame to individuals.

The purpose of this guidance is to provide practical and succinct guidance on accident investigation for all personnel in the school with management responsibilities. However, please note that the health and safety officer should be informed immediately of any serious incidents, those which come under the Reporting of Injuries, Diseases or Dangerous Occurrences Regulations 2013 (RIDDOR 2013), as amended, or if any support or assistance is required.

### 4.2.2 Scope and level of investigation

#### *Do all incidents have to be investigated?*

Yes. However, not all events need to be investigated to the same extent. A simple risk-based approach should be used to identify where most benefits can be gained from an investigation. The greatest time and effort should be concentrated on events that caused, or had the **potential** to cause serious injury or ill-health. To assist you in deciding how much time and effort to afford an investigation, consideration should be given to the following consequences:

- What was the worst that could have happened?
- What prevented the worst from happening?
- What was the **worst injury or damage** that could have resulted (the **severity potential**)?
- How **often** could such an event occur (the **recurrence potential**)?
- How many **people** could the event have affected (the **population potential**)?

### 4.2.3 Guidelines for completing the incident report form and investigating the incident

#### 4.2.3.1 Taking immediate action

Take any necessary actions to deal with the immediate risks following an accident. This may include:

- Obtaining assistance from first-aid staff or the emergency services, helping, treating and, if necessary, rescuing the individual(s) involved.
- Making the situation and immediate area safe and secure by keeping non-essential people away from the area.
- If possible, leaving the scene undisturbed until the investigation is completed.
- Notifying the health and safety officer and other relevant personnel.

The investigation can now begin and should be prompt and thorough. If it is not done as soon as possible after the event, conditions will alter and memories will fade.

### 4.2.3.2 Completing the incident form

The form must be completed by the injured person's line manager, teacher or the responsible person in control of the premises or activity.

- See Section 4.2.3.3 below for guidance on completing the form for sports injuries.
- See Section 4.2.3.4 below for guidance on completing the form when 'near miss' incidents occur.

#### Part 1 – Injured Person

This part of the form requires basic administrative details about the injured person. Please enter the injured person's occupation, boarding house and department only where these aspects are relevant.

#### Part 2 – Incident Details

Please enter details of the date, time and describe the location (e.g. the building and precise part or area within the building where the incident occurred).

In describing what actually happened, please provide as much detail as you can, including the:

- Circumstances leading up to the incident including the activity being carried out;
- Type of equipment, machinery or any substances involved.
- Surrounding environmental conditions.
- Part played by any people involved in the incident including consideration of the supervision arrangements.
- Injuries sustained by the injured person and details of the first-aid treatment and advice given.

The final information fields in part 2 of the form, which are prompted by drop-down options, mainly relate to the details required for statistical analysis and compliance with RIDDOR 2013 requirements (see Section 4.2.3.5 for a summary of RIDDOR 2103). Please complete these as accurately as possible.

#### Part 3 – Incident Causation

Once the above information is collected, the next important step is to identify and explain both the immediate and underlying causation factors. In some cases, there will be a combination of factors. In part 3 of the form please identify and explain the immediate and underlying factors that contributed to the incident using the guidelines below to assist.

##### Immediate factors

###### 1. Place or premises (access, egress or work area)

Was there anything about the condition of the workplace that contributed to the incident (e.g. trip hazards, working space, weather conditions, lack of signage, etc)? If not, go to 'Plant equipment and substances'.

###### 2. Plant, equipment and substances (used or generated)

Did the equipment or the substances or materials being used or generated contribute to the incident (e.g. suitable for the job, in working order, guarding, correct personal protective equipment in use, etc)? If not, go to 'Process and procedures'.

### **3. Process and procedures (instructions)**

Did the procedures, instructions or information (or the lack of them) contribute to the incident? If not, go to 'People involved'.

### **4. People involved (issues, suitability and failure)**

Was there anything about the people involved that contributed to the incident (e.g. competence, authorised, human failing, slip or lapse, observing safe working practices, work pressures, etc)?

Once the relevant immediate causation factors have been identified from items 1-4 above, consider the relevant underlying factors.

### **Underlying factors**

#### **5. Control and supervision**

Were the workplace and work activities adequately supervised and monitored in order to ensure that risk control measures were effective and implemented as intended?

#### **6. Co-operation (involvement of others)**

Were relevant employees involved in determining workplace arrangements, preparing risk assessments and safe working procedures?

#### **7. Communication (duties not clear, not understood or not set out)**

Were responsibilities and duties clearly set out, communicated and clearly understood by those involved?

#### **8. Competence (training not provided or not suitable)**

Were the people involved assessed as suitable for the work in terms of health and physical ability? Were the health and safety training needs of people identified (e.g. during recruitment, when changing jobs, carrying out new work activities, periodic refresher training, etc)?

#### **9. Design (poor controls or arrangements)**

Were the workplace and equipment layouts, controls and displays designed with the due consideration of health and safety in order to prevent, or reduce the risk of human error?

#### **10. Implementation**

Were there arrangements in place for ensuring that sufficient and suitable plant, equipment, materials and labour were available? Had improvements from previous similar incidents been identified and implemented?

#### **11. Risk assessment**

Were risk assessments for the work in question conducted? Were they adequate and were suitable arrangements in place to eliminate or reduce risks to an acceptable level?

#### **12. Health and safety policy and management system**

A negative answer to any of the questions above identifies an underlying or root cause. These underlying or root causes in turn may point to the need for improvements in the health and safety management system.

**Note:** The factors above have been taken from Health and Safety Executive (HSE) publication "HSG 245 – Investigating accidents and Incidents", and summarised for ease of use in this guidance document. For a more detailed explanation of the factors, please refer to the [HSE guidance](#)



## Part 4 – Actions to Prevent Recurrence

**Deciding which preventive and remedial actions are necessary is the key to accident prevention and the most important part of the entire investigation process.**

The first thing to consider is whether there are any relevant legislative requirements or other standards which represent good practice applicable to the work. The health and safety officer can provide advice on this. Where such standards are available, they should be compared with the findings of the investigation. Where any gaps or shortfalls are identified, appropriate actions need to be implemented to address them. This approach helps to minimise the subjective nature of investigations and results in recommendations that will have the maximum relevance and impact.

Where specific legislation or standards do not exist, suitable and sufficient preventive actions should be recommended based on the findings of the investigation process.

In this part of the form, please detail the risk control measures that have been, or will be introduced, following the investigation. The measures could include, but are not limited to changes to premises or equipment, supervision arrangements, procedures and systems of work, information, instruction and training, and revising risk assessments.

It is vitally important for management personnel to prioritise the preventive actions based on risk and to check that they have been fully implemented. The most common problem is the failure to follow-up and make sure that the necessary actions have been implemented. There is always a temptation to put actions on the 'back burner' once the initial interest and commotion following an accident has subsided.

## Parts 5 and 6 – Witness Details and Person Completing the Form

The details required for these two parts of the form are basic and straight forward. Part 6 requests details of the injured person's return to work or school date, if relevant. If this is not known at the time, please inform the health and safety officer when they return as this information will be useful in analysing the cost of incidents.

## Part 7 – Quality Assurance (to be completed by the Health and Safety Officer)

This area of the form is for quality assurance purposes only, and will enable the health and safety officer to track and record incident information and assist in identifying any training needs or other improvements.

### 4.2.3.3 Completing the incident form for sports injuries

In Part 2 - Incident Details, provide details of the sporting activity, the injury and how the injury was caused, if known.

In Part 3 – Incident Causes, state whether the injury was as a result of the competitive nature of the sport. If it was caused due to another reason, please provide details which could be attributable to the condition, design or maintenance of the premises or equipment, or because of inadequate supervision or management of the activity?

Examples include:

- Playing surface in a dangerous condition, or missing or damaged section of Astroturf.
- Sports hall floor wet or slippery.
- Faulty item of sporting apparatus or gym equipment.
- Too many activities in close proximity to one another.

Although the main responsibility to record and report sports injuries rests with the member of staff in control of the activity, it is recognised that they may not be fully aware of the outcome of the injury and the actions taken once a pupil has left the venue following an injury. As such, the following members of staff are in a position to assist:

- **Health Centre Staff** – When pupils attend the Health Centre, there will normally be information recorded in relation to the injury sustained, the treatment administered and any further referrals that were required. They will also inform the health and safety officer on a weekly basis of the sports injuries recorded at the Health Centre.
- **Matrons / Relief Matrons** – Are also in a good position to provide additional information once a pupil returns to House following an injury or when they have been to hospital for any treatment.
- **Health and Safety Officer** – When necessary, shall act as a conduit and obtain further details from the member of staff in control of the activity to enable the incident form to be fully completed. They shall also send copies of the completed form to the Matron, Hsm and the member of staff in control of the activity.

#### 4.2.3.4 Completing the incident form for 'near miss' incidents

Near miss incident reporting is important and continues to be promoted as it gives us the opportunity to identify and address hazards and situations before injuries occur.

The standard incident form should be used for this with all Parts of the form with the exception of Part 1 being completed to record the details of the incident.

#### 4.2.3.5 Summary of RIDDOR 2013 reporting requirement

To meet the requirements of RIDDOR 2013, the **health and safety officer** shall report the following incidents to the HSE where they are work related and in connection with the school's undertaking.

- The death of an employee, self-employed person working on the premises, pupil or member of the public.
- A 'non-fatal specified injury' suffered by an employee or a self-employed person working on the premises.

Specified injuries include:

- Fractures other than to fingers, thumbs and toes.
  - Amputation of an arm, hand, finger, thumb, leg, foot or toe.
  - Loss of sight (temporary or permanent).
  - Crush injuries leading to internal organ damage.
  - Serious burns (covering more than 10% of the body or damaging the eyes, respiratory system or other vital organs).
  - Scalpings (separation of skin from the head) which requires hospital treatment.
  - Unconsciousness caused by head injury or asphyxia.
  - Any other injury arising from working in an enclosed space, which leads to hypothermia, heat-induced illness or requires resuscitation or admittance to hospital for more than 24 hours.
- An accident resulting in an employee, or self-employed person working on the premises, which prevent them from doing their normal work for more than seven consecutive days. (this does not include the day of the accident but does include days that are not normally worked e.g. weekends).

- Injuries to pupils and members of the public where they are taken to hospital for treatment.
- An occupational disease or condition relating to an employee, if it has been diagnosed in writing by a doctor and their work involves certain activities or exposures:
  - Carpal Tunnel Syndrome, where the person's work involves regular use of percussive or vibrating tools.
  - Cramp in the hand or forearm, where the person's work involves prolonged periods of repetitive movement of the fingers, hand or arm.
  - Occupational dermatitis, where the person's work involves significant or regular exposure to a known skin sensitizer or irritant.
  - Hand Arm Vibration Syndrome, where the person's work involves regular use of percussive or vibrating tools, or holding materials which are subject to vibration.
  - Occupational asthma, where the person's work involves significant or regular exposure to a known respiratory sensitizer.
  - Tendonitis or tenosynovitis in the hand or forearm, where the person's work is physically demanding and involves frequent, repetitive movements.
- Specified dangerous occurrences such as the collapse or failure of lifting machinery or pressure systems, contact with overhead electric lines, electrical short circuit, explosions, scaffold collapse, collapse of a building or structure, etc.

[Click here to return to Contents page](#)

## CORPORATION OF OUNDLE SCHOOL – INCIDENT REPORT FORM

[\(click here for guidance on completing this form\)](#)

**To be completed by the injured person’s manager, teacher or the responsible person in control of the premises or activity, including members of staff in charge of a sports activity.**

### Part 1 – Injured Person (Note – for non-injury / near miss incidents, complete Parts 2 - 6 only)

Full name:		Date of birth:	
Address:		Gender:	Click here
		Status:	Click here
		House/school:	Click here
Department:		Occupation:	

### Part 2 – Incident Details

Date:		Time:	
Location:			

Describe what happened (give as much detail as you can including the circumstances leading up to the incident, the name of any substance or equipment involved, the part played by any people and, where relevant, details of the injuries sustained and the first-aid treatment and advice given). For sports injuries please provide details of the sporting activity, the injury, if known, and how the injury occurred.

Initial action taken:	Click here	Specify If any other action was taken:	
Outcome:	Click here	If RIDDOR disease, please specify:	
Kind of incident:	Click here	If “other” kind of incident, please specify:	
Nature of injury:	Click here	Part of body affected:	Click here    Side affected:    Click here

### Part 3 – Incident Causes (refer to guidance)

Identify and explain the immediate and underlying causes that led to the incident. Where relevant, please give particular consideration to the risk assessment for the activity. For sports injuries please state whether it was as a result of the competitive nature of the sport. If it was caused due to another reason, please provide details.

**Part 4 – Actions to Prevent Recurrence (refer to guidance)**

Provide details of the risk control measures put in place (or to be implemented) as a result of the incident investigation.

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**Part 5 – Witness Details**

Name:		Name:	
Address:		Address:	
Position:		Position:	

**Part 6 – Person Completing This Form**

Name:		Position:	
Date:		Signature:	
If known, please insert injured person's return to school or work date:			

**(Please save a copy of this form and e-mail it to the Health and Safety Officer)**

**Part 7 – Quality Assurance (to be completed by the Health and Safety Officer)**

Date received :		Incident ref No:	
RIDDOR reportable?	Yes / No	Date reported:	online/phone
Further investigation required?	Yes / No	Date:	
Quality assurance comments:			
Name:		Signature:	
		Date:	

### 4.3 Health and Safety Induction Training Record

(It is recommended that the [health and safety handbook](#) should be used as the basis for delivering health and safety induction training for staff).

Employee's name:		Job title:	
Department:		Start date:	
Topics covered		Y/N/NA	Comments
1. The aims and objectives of the School's health and safety policy. Cover the personal responsibilities of employees and specific sections relevant to their work.			
2. Coronavirus (COVID-19) Pandemic arrangements.			
3. The hazards, risks and control measures in place as a result of risk assessments. Include details of supervision arrangements, local rules, hazard reporting procedures, limitations on the use of equipment and 'out of bounds' areas, and any training requirements identified.			
4. DfE advice on health and safety legal duties for schools.			
5. Health and safety on educational visits and trips.			
6. Management of contractors.			
7. Welfare facilities and working environment.			
8. Incident reporting, recording and investigation.			
9. First aid arrangements and advice.			
10. General fire safety rules and emergency evacuation procedures (including details of the alarm signal, exit routes, assembly point and fire wardens).			
11. Safety signs.			
12. Personal protective equipment.			
13. Prevention of slips and trips, including 'housekeeping' arrangements.			
14. Safe manual handling.			
15. Measures in place for safe working at height.			
16. Safe use of hazardous substances.			
17. Arrangements for the safe use of machinery and work equipment.			
18. Electrical safety.			
19. Safe use of display screen equipment (and self-assessment form).			
20. Noise at work.			
21. Vibration at Work.			
22. Other topics:			
Notes and details of further training needs identified:			
Manager's name:		Employee's signature:	
Signature:		Induction date:	

**Note:** Copies to be provided to the employee, manager and Human Resources.

**Continuation sheet.**

## 4.4 Contractor Health and Safety Prequalification Questionnaire (For contracts other than those involving construction work)

<b>Company name and address:</b>		<b>Description of the work / contract being applied for:</b>	
<b>Contact details:</b>		<b>No of employees:</b>	

1.0 Exemptions			
If your organisation meets any of the criteria identified below and you can provide copies of the relevant certificate(s), you only need to complete Section 1.0 of this questionnaire and you <u>will be exempt from completing Section 2.</u>	Copy of certificate(s) enclosed? <i>(Please tick box)</i>	Exemption from completing Section 2 claimed? <i>(Please tick box)</i>	
You have, within the last twelve months, successfully met the assessment requirements of an industry-related scheme in registered membership of the Safety Schemes in Procurement (SSIP) forum. <a href="http://www.ssip.org.uk/">http://www.ssip.org.uk/</a>	<input type="checkbox"/>	<input type="checkbox"/>	
You hold a UKAS, or equivalent, independent third party certificate of compliance with ISO 45001:2018 (Occupational health and safety management systems).	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Note: If you are exempt you will still be required to submit a job-specific risk assessment and method statement prior to starting work at the School.</b>			
Have you submitted a copy of your risk assessment and method statement with this questionnaire?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<b>Name (print):</b>		<b>Position:</b>	
<b>Signature:</b>		<b>Date:</b>	

2.0 Prequalification questions		
Criteria	Standard to be achieved	Narrative answer and reference to attached evidence to demonstrate that the standard can be achieved
1. Policy, organisation and arrangements for health and safety management.	<p>Please provide evidence of your h &amp; s policy that should be endorsed by the chief executive. The policy should be relevant to the nature and scale of your work and set out the responsibilities for h &amp; s at all levels and details of the arrangements for h &amp; s management. There must be an indication of how the policy is communicated to the workforce and how it is reviewed.</p> <p><b>Note: If you have less than 5 employees and do not have a written h &amp; s policy, please sign the commitment declaration (Appendix 1) and answer all other questions 2 to 13.</b></p>	



Criteria	Standard to be achieved	Narrative answer and reference to attached evidence to demonstrate that the standard can be achieved
2. Insurance statements and certificates.	<p>Please provide evidence that you have the appropriate insurance in place.</p> <ul style="list-style-type: none"> <li>• Employers' liability.</li> <li>• Public liability.</li> <li>• Professional indemnity (if relevant).</li> <li>• Product liability (if relevant).</li> </ul>	
3. Competent h & s advice and assistance.	<p>In accordance with the Management of Health and Safety at Work Regulations 1999, your organisation must have ready access to competent h &amp; s advice, preferably from within your own organization to assist it in complying with h &amp; s law. Please indicate how this is achieved.</p>	
4. Training and information.	<p>Do you have arrangements in place to ensure that your employees have sufficient skills and understanding to discharge their duties and are kept updated on changes to legislation and good h &amp; s practice? This applies to employees at all levels.</p> <p>It is also be necessary to demonstrate that your employees have the appropriate qualifications and experience for the tasks they carry out (unless they are under supervision e.g. trainees).</p>	
5. Risk assessments and safe methods of work.	<p>Provide details to demonstrate that you have procedures in place for carrying out risk assessments, identifying risk control measures and implementing safe systems of work. The arrangements for effective supervision should be included in your response.</p> <p>Please submit an example and note that risk assessments and method statements will be required for the specific work to be carried out at the school prior to the work starting.</p>	
6. Co-operation and co-ordination.	<p>Please explain how co-operation and co-ordination of your work is achieved to ensure h &amp; s, including consulting with premises occupants and any other contractors working in areas that could affect, or be affected by, your work.</p>	

Criteria	Standard to be achieved	Narrative answer and reference to attached evidence to demonstrate that the standard can be achieved
7. Sub-contractors. <b>Note: Sub-contractors can only be used by prior agreement with the School.</b>	Describe your arrangements for appointing competent sub-contractors and monitoring their h & s performance.	
8. Workforce involvement.	Please describe the arrangements you have in place for consulting with your employees on h & s matters.	
9. Monitoring, audit and review.	Please provide details of the arrangements in place for monitoring and auditing your h & s performance and procedures on an ongoing basis and reviewing them when necessary.	
10. Accident reporting and enforcement action.	You should have in place a system for reporting and reviewing accidents and recording any remedial action taken as a result of investigations. Please describe the arrangements in place and provide a summary of all RIDDOR-reportable events over the last three years.  Please provide details of any enforcement action taken against your company in the last five years, and the action taken to remedy the matters subject to the enforcement action.	
11. Membership of trade or professional bodies.	Please provide membership details of any relevant trade or professional bodies, accreditation schemes and any h & s organisations.	
12. Previous work experience.	Please use this section to give details of previous work or projects and relevant experience in the field of work for which you are applying.	
13. Additional questions (if necessary).		
<b>Name (print):</b>		<b>Position:</b>
<b>Signature:</b>		<b>Date:</b>

**IT IS MY COMPANY’S POLICY AND COMMITMENT TO HEALTH AND SAFETY TO:**

- Provide adequate control of the health, safety and welfare risks arising from our work activities which may affect employees or others.
- Consult with our employees on matters affecting health and safety.
- Provide and maintain safe plant and equipment.
- Ensure safe handling and use of substances.
- Provide information, instruction and supervision for employees.
- Ensure all employees are competent to do their tasks, and to give them adequate training.
- Prevent accidents and cases of work related ill health.
- Maintain safe and healthy working conditions.
- Ensure sufficient funds are available to implement this statement; and
- Review and revise this statement as necessary at regular intervals not exceeding 12 months.

**Note:** If the number of employees you have increases to 5 or more, you must inform Oundle School as soon as possible.

<b>Name (print):</b>		<b>Position:</b>	
<b>Signature:</b>		<b>Date:</b>	

## 4.5 Manual Handling Risk Assessment Form

<b>School Dept / House:</b>		<b>Premises/ location(s):</b>	
<b>Description of activities assessed:</b>			
<b>Personnel involved:</b>		<b>Assessor(s):</b>	
<b>Assessment date:</b>		<b>Ref No:</b>	

Questions to consider:	If yes, tick risk level			Detail the control measures in place and any problems relating to the activities.
	Low	Med	High	
<p><b>Do the tasks involve:</b></p> <ul style="list-style-type: none"> <li>• Holding loads away from the trunk?</li> <li>• Twisting the trunk?</li> <li>• Stooping or reaching low down?</li> <li>• Reaching upwards?</li> <li>• Excessive lifting /lowering distances?</li> <li>• Excessive carrying distances?</li> <li>• Strenuous pushing or pulling?</li> <li>• Unpredictable movement of loads?</li> <li>• Repetitive or prolonged physical effort while handling?</li> <li>• Insufficient rest or recovery periods?</li> <li>• A work rate imposed by a process?</li> </ul>				
<p><b>Are the loads:</b></p> <ul style="list-style-type: none"> <li>• Heavy (indicate weight in kg)?</li> <li>• Bulky or unwieldy?</li> <li>• Difficult to grasp?</li> <li>• Unstable or contents likely to shift?</li> <li>• Intrinsically harmful (e.g. sharp/hot/hazardous substances)?</li> </ul>				
<p><b>The working environment, are there:</b></p> <ul style="list-style-type: none"> <li>• Space constraints preventing good posture?</li> <li>• Poor floor / ground conditions?</li> <li>• Variations in floor levels or surfaces?</li> <li>• Extremes of temperature or poor ventilation?</li> <li>• Strong winds / gusts?</li> <li>• Poor lighting conditions?</li> </ul>				
<p><b>Individual capability, does the job:</b></p> <ul style="list-style-type: none"> <li>• Require unusual strength, height?</li> <li>• Pose a risk to those with a health problem?</li> <li>• Pose a risk to new or expectant mothers?</li> <li>• Require special information/training?</li> </ul>				
<p><b>Other factors:</b> Is movement hindered by clothing or PPE?</p>				

<b>Overall assessment of the risk of injury (High / Med / Low):</b>	
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<b>Further control measures required as a result of the assessment.</b>	<b>By whom and by when?</b>	<b>Completion date?</b>

<b>Revised risk rating following implementation of further controls:</b>		
<b>Assessor's name:</b>		<b>Signature:</b>
		<b>Assessment review date:</b>

## 4.6 COSHH Risk Assessment Form

<b>School Dept / House:</b>		<b>Premises/ location(s):</b>	
<b>Description of task or process being assessed:</b>			
<b>People who may be exposed:</b>			
<b>Assessor(s):</b>			
<b>Assessment date:</b>		<b>Ref No:</b>	

### Substances used or generated (Complete for each substance used in the task or process)

**Note:** Before completing this form consider if the substance can be eliminated or replaced by a less harmful one.

<b>Substance 1 – Product name:</b>	<b>Physical form:</b>	<b>Safety Data Sheet (SDS) attached?</b>	<b>Y / N</b>
<b>Identification of hazards (Risk &amp; safety phrases and statements taken from SDS and product label):</b>		<b>Workplace Exposure Limits (EH40):</b>	
<b>Method of use / application:</b>	<b>Frequency &amp; duration of use:</b>	<b>Quantity in use:</b>	<b>Routes of entry:</b>
			Inhalation <input type="checkbox"/> Skin or eye contact <input type="checkbox"/> Absorption <input type="checkbox"/> Ingestion / swallowing <input type="checkbox"/> Injection <input type="checkbox"/>
<b>Atmospheric sampling details (where applicable):</b>			
<b>Existing risk control measures:</b>		<b>Details (where applicable):</b>	
Engineering controls e.g. enclosure, local exhaust ventilation, fume cupboard, etc.			
Organisational controls e.g. reducing number of people exposed and the level and duration of their exposure.			
General ventilation.			
Personal Protective Equipment.			
Respiratory Protective Equipment.			

Existing risk control measures (Continued):	Details (where applicable):
Housekeeping, hygiene and welfare arrangements.	
Handling and storage arrangements.	
Information, instruction, training and supervision.	
Maintenance of control measures.	
First-aid, fire and spillage procedures.	Detail here or refer to attached SDS.
Transport and disposal considerations.	Detail here or refer to attached SDS.
Air monitoring.	
Health surveillance or exposure monitoring.	
Other control measures.	

<b>Overall risk to health. Risk rating =</b>	High <input type="checkbox"/>	Medium <input type="checkbox"/>	Low <input type="checkbox"/>
<b>Conclusion:</b>	Existing exposure does not pose a significant risk to health <input type="checkbox"/>		
	Further controls are required to adequately control exposure <input type="checkbox"/>		

Further controls required	By whom & by when?	Completion date	Revised risk rating

<b>Assessor(s) name(s):</b>		<b>Signature(s):</b>		<b>Assessment review date:</b>	
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## 4.7 Work at Height (Permit to Work Form and HSE's Step-by-step guide)

### 1.0 Introduction and Work Details

This Permit to Work is completed and issued to Oundle School employees and Contractors' Staff to assist in ensuring that work at height is carried out safely. Prior to completing this permit it is necessary for the issuer and recipient to work through the **HSE's simple step-by-step guide\*** to consider the risks and determine the measures to be put in place to manage them.

Recipient's name:		Company:	
Description of works to be undertaken and duration:			
Location:		Date:	
		Time:	

### 2.0 Precautions and Risk Control Measures

Please consider the following precautions and risk control measures	Yes	No
<b>Means of Access:</b>		
Mobile Elevating Work Platform (MEWP) – State type e.g. boom (cherry picker) or vertical (scissor lifts), static or mobile. [Note: Must be 2 trained operators in attendance].	<input type="checkbox"/>	<input type="checkbox"/>
Scaffold – State type e.g. tube and fitting, system or mobile tower scaffold. [Note 1: To be erected, dismantled and altered in accordance with SG4 or Manufacturer's guidance]. [Note 2: To be inspected after installation, every 7 days and after circumstances liable to affect safety].	<input type="checkbox"/>	<input type="checkbox"/>
Industrial rope access?	<input type="checkbox"/>	<input type="checkbox"/>
Leaning ladders?	<input type="checkbox"/>	<input type="checkbox"/>
<b>Fall prevention and protection:</b>		
Work restraint system that prevents worker reaching a fall position?	<input type="checkbox"/>	<input type="checkbox"/>
Fall arrest system using a high enough anchor point (with rescue plan in place)?	<input type="checkbox"/>	<input type="checkbox"/>
Safety nets or soft landing system installed close to the level of work?	<input type="checkbox"/>	<input type="checkbox"/>
<b>Fragile surfaces and falling objects:</b>		
Fully boarded scaffold, toe boards, brick guards / brick nets and fans as required?	<input type="checkbox"/>	<input type="checkbox"/>
Crawl boards e.g. Youngman's.	<input type="checkbox"/>	<input type="checkbox"/>
Roof ladder?	<input type="checkbox"/>	<input type="checkbox"/>
Waste chute?	<input type="checkbox"/>	<input type="checkbox"/>
Scaffold lift or hoist?	<input type="checkbox"/>	<input type="checkbox"/>
Signs displayed and exclusion zone barriers in place?	<input type="checkbox"/>	<input type="checkbox"/>
<b>General precautions:</b>		
Is the worker in receipt of the risk assessment / method statement for the job?	<input type="checkbox"/>	<input type="checkbox"/>
Are workers trained / competent to work at height and use the access equipment?	<input type="checkbox"/>	<input type="checkbox"/>
Have the emergency procedures been explained e.g. escape routes, assembly point?	<input type="checkbox"/>	<input type="checkbox"/>
Please specify the PPE to be worn while working.		
Measures to prevent unauthorised access – Please specify e.g. site secured, ladders removed or ladder guards fixed in place.		



### 3.0 Authorisation and Acceptance

#### Issue of Permit

I confirm that I have verified the above information and ensured that the necessary precautions have been taken.

Permit issued by:	Name -	Signature -
	Position -	Date - Time -

#### Acceptance of Permit

I confirm that I have read and accept the conditions of this permit and the information will be explained to all workers involved.

Permit accepted by:	Name -	Signature -
	Position -	Date - Time -

### 4.0 Return and Clearance

#### Permit Recipient

I confirm that the work has been completed / partially completed (delete as appropriate) and the area left in a safe and tidy condition.

Name -	Signature -
Position -	Date - Time -

#### Permit Issuer / Authoriser

I have inspected the work and hereby cancel this permit.

Name -	Signature -
Position -	Date - Time -

### 5.0 Reference sources:

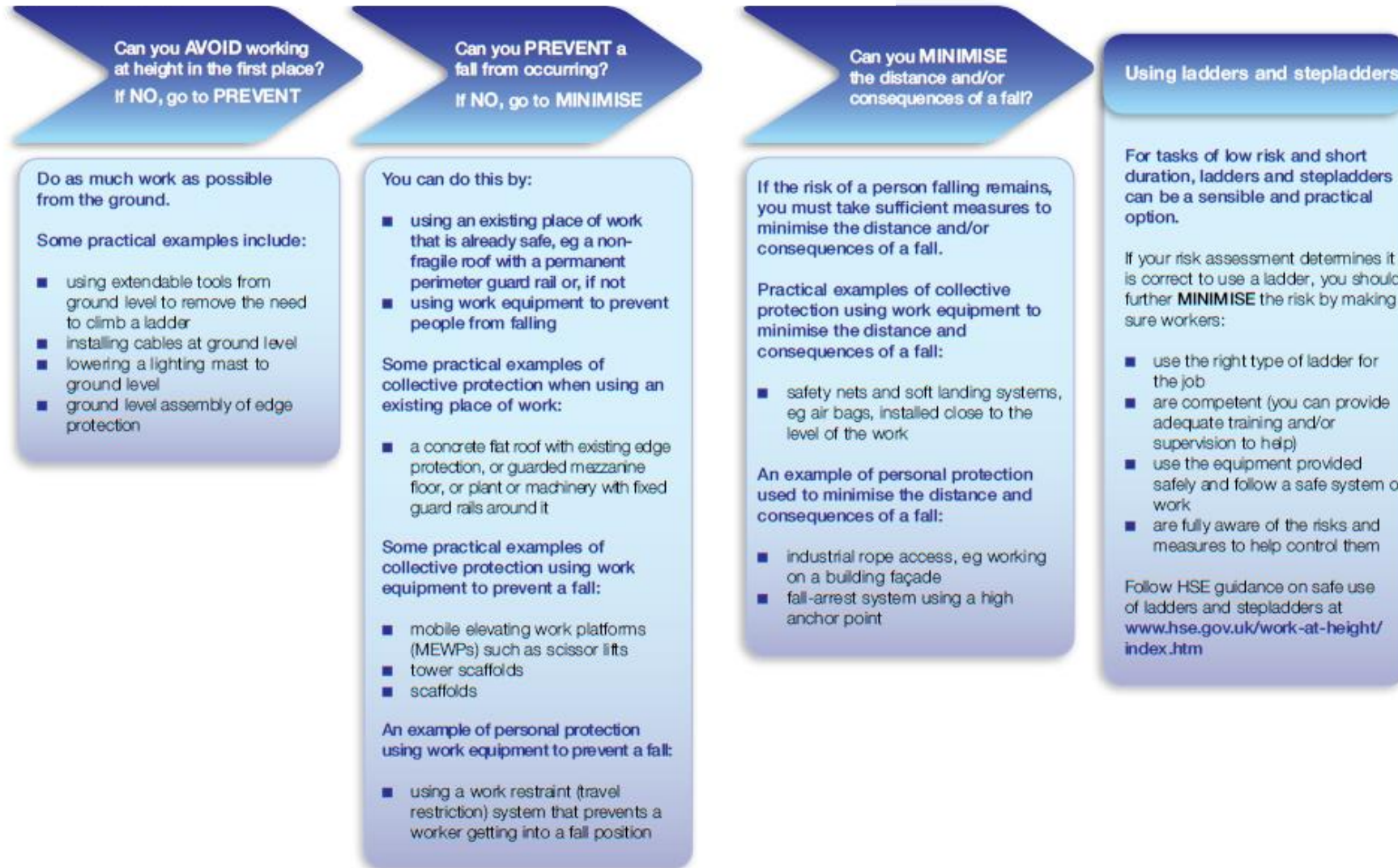
<http://www.hse.gov.uk/work-at-height/faqs.htm>

<http://www.hse.gov.uk/work-at-height/index.htm>

\*HSE – Step by step guide (attached).

**Note:** A copy of this permit should be provided to the person(s) undertaking the work activities and must be available for inspection at all times.

## HSE's Step-by-step guide to Working at Height



For each step, consider what is reasonably practicable and use 'collective protection' before 'personal protection'



## 4.9 Guidance on Lone Working and Personal Safety

### 4.9.1. Introduction and Aim

The School acknowledges that there may be health and safety implications for its employees when working alone. Suitable risk assessments need to be carried out to identify the risks to lone workers and the safe working arrangements necessary to minimise the risks as far as is reasonably practicable. The aim of this guidance document is to raise awareness of the hazards that may be associated with lone working and to provide advice on the factors to be considered in assessing lone-worker situations in order to minimise the risks and provide a safe working environment.

The arrangements described in this document are based on guidance issued by the Health and Safety Executive and are considered to be best practice in this area and therefore ones that School departments are expected to follow. Where assistance is required to carry out a risk assessment for a particular situation, advice should be sought from the Health and Safety Officer. As a result of the risk assessments, those who may be at risk will need to be provided with information and training as appropriate in order to minimise the risks when working remotely from colleagues or other persons and/or outside normal working hours.

There is no general legal prohibition on working alone but it is acknowledged that there are some specific legal prohibitions affecting a number of well-established dangerous situations such as working with live electrical conductors and entry into confined spaces. In addition, the risk assessment may show that it is not possible for the work to be done safely by a lone worker and arrangements for providing assistance or back-up should be put in place.

### 4.9.2 Scope and Application

This guidance applies to work that is specifically intended to be carried out unaccompanied or without immediate access to another person for assistance. Lone working can occur:

- During normal working hours at a remote location within the normal workplace (normal working hours are considered to be that part of the day when workplace occupancy is such that the presence of the others in the vicinity is likely); and
- When working outside normal working hours.

Different lone working situations exist in different areas of the School and therefore there is no one solution to minimising the risks. Examples of lone working situations include working alone in laboratories, workshops, classrooms, offices, peripatetic maintenance operations and grounds and gardens work, security officers on patrol, and early workers such as cleaners.

An individual who has either visual or audible communication with another person would generally not be considered as working alone. The presence of others in the vicinity, such as neighbouring rooms, would also be considered as allowing immediate access to another person for assistance during normal risk activities.

Although the guidance does apply to lone working in classrooms and offices, it is understood that the risks are usually minimal and are likely to be related to the location of the work as opposed to the process being carried out. A risk assessment will still however be necessary and consideration given to aspects including medical fitness, building security, emergency procedures, contact arrangements and personal safety issues.

### 4.9.3 Legal Requirements

The Health and Safety at Work Act 1974 sets out a duty on the School to ensure, so far as is reasonably practicable, the health and safety of its employees.

The Management of Health and Safety at Work Regulations 1999 require the School to carry out suitable and sufficient assessments of the risks to employees.

All members of staff have personal responsibilities to take care of their own health and safety, cooperate with their employer, work in accordance with the information and training provided for them and report all incidents relating to lone working and personal safety to the line manager.

### 4.9.4 Responsibility for Lone Working Procedures

To assist the School in meeting its legal duties, employees with management responsibilities are required to ensure that risk assessments are carried out and measures put in place to adequately control the risks. Individual employees are responsible for contributing to the risk assessment process, complying with the control measures identified and supporting the arrangements by taking personal responsibility for their own health and safety.

### 4.9.5 The Risk Assessment Process

The process of conducting a risk assessment for lone working should follow the same general principles used when assessing other work activities. The School's risk assessment form and supplementary guidance should be used and can be found in Section 4.1 of this policy manual.

The purpose of a risk assessment is to identify the hazards, assess the risks involved and put measures in place to avoid or control the risks. This section of the document offers general guidance and advice on assessing lone working situations.

The reasons for assessing the risks of working alone are to establish:

- Whether the work can be done safely by an unaccompanied person; and
- The arrangements necessary to ensure it can be done safely such as physical controls, safe working procedures and the information, training and supervision necessary to ensure the safety of the lone worker.

Special attention is needed when assessing lone working because the risks inherent in such work are exacerbated by the lack of normal channels of support. Working alone by definition means there will be no direct supervision. The training provided to those working alone, and the level of competence that they will need to demonstrate before being allowed to do so, are therefore especially important. Also vitally important is the need to consult with the lone worker during the risk assessment.

Once the safe working arrangements have been implemented they need to be regularly monitored to ensure they remain effective. Lone workers must be actively encouraged to report any incidents which could affect their safety to allow a review of the adequacy of the working arrangements.

**The risk assessment process should cover the following aspects:**

- The **individual** person classed as a lone worker.
- The **premises or locations** where lone working will take place.
- The **activities** to be carried out by the lone worker.

#### 4.9.5.1 The Individual

##### **Is the person medically fit and suitable to work alone?**

In most situations it may be necessary to check with the person that they do not have any medical conditions that could place them at increased risk or may make them unsuitable for working alone. Both routine work and foreseeable emergencies may impose additional physical and mental burdens on the individual. When medical advice is necessary, the School's Occupational Health Service should be consulted. In addition, consider mobility issues in terms of evacuation from the work area and whether assistance is required.

##### **Has the person received sufficient training and are they competent?**

Training is particularly important where there is limited supervision to control, guide and help in situations of uncertainty and training may be critical to avoid panic reactions in unusual situations. Lone workers need to be sufficiently experienced and to understand the risks and precautions fully.

Clear procedures should be established to set the limits to what can and cannot be done while working alone and there should be agreement as to the circumstances in which it is correct to stop work and seek advice.

It is a management responsibility to ensure employees are competent to carry out the work unaccompanied and to deal with circumstances that are new, unusual or beyond the scope of their current training e.g. training on how to handle aggression. Where additional training is required as part of the control strategy, this should be recorded as a 'further action' within the risk assessment.

##### **What level of monitoring / supervision is appropriate?**

Although lone workers cannot be subject to constant supervision, there is still a need to provide appropriate control of the work to ensure that employees understand the risks and are observing the safety procedures.

The extent of supervision and monitoring required will depend on the risks involved and the ability and experience of the lone worker to work safely. Those new to a task or situation, undergoing training or doing a task that presents higher risks may need to be accompanied at first. The level of supervision required should be proportionate to the findings of risk assessment. It should not be left to individuals to decide whether they require assistance.

(Appendix 1 contains some examples of procedures that could be put in place to supervise and monitor the safety of lone workers).

##### **Personal safety**

There may be issues of personal safety for all lone workers, either whilst the lone worker is working or on their route to and from the workplace. In addition, the safety of young employees, female lone workers and any other employees who may be more vulnerable than others e.g. those who may not have English as their first language should be given special consideration. It may be necessary to provide personal alarms or workplace alarms, organise a buddy system, improve lighting on routes to and from the work location and provide means for the lone worker to seek refuge if they feel threatened.

Consider activities where there is high value involved, e.g. cash handling, expensive equipment being carried, and interaction with members of the public.

(Appendix 2 provides further guidance on the personal safety of staff).

#### 4.9.5.2 Premises or Location

##### **Does the workplace present a special risk to the lone worker?**

Consider the security of buildings and access from car parks or other parking areas. If working outside normal hours, checks should be made to ensure that there is a safe way into the building for one person and that all exits from a building could be used as means of escape in case of an emergency. Lone workers should not be expected to leave their workplace by way of dark corridors or stairways. Special arrangements may need to be made to ensure that lights are kept on in buildings when people are working outside normal hours. There should be adequate hygiene facilities, heating and access to drinking water and toilets available for use outside normal hours.

##### **What happens in the event of an emergency?**

The assessment should take account of the fact that a lone worker may be more vulnerable when the unexpected happens. The risk assessment should identify foreseeable events and emergency procedures should be established and the workers trained in them. Lone workers should be capable of responding correctly to emergencies and should have access to adequate first-aid facilities.

#### 4.9.5.3 Work Activities

##### **Can the risks be adequately controlled by one person?**

To minimise the risks to workers when they are working alone, extra risk control measures may be required. Precautions should take account of normal work and foreseeable emergencies such as fire, equipment failure, illness and accidents.

Consider whether the work involves lifting objects too large or heavy for one person or whether more than one person is needed to operate essential controls for the safe running of machinery and work equipment. Take account of the risks associated with working at height and any necessary temporary access equipment, such as portable ladders or trestles – can this be handled and used safely alone?

##### **Higher risk activities**

It is normally regarded as unacceptable for people to work alone with powered workshop machinery because of the possibility of contact with dangerous parts. Careful consideration needs to be given to working alone with hazardous chemicals e.g. in laboratories as the action in the event of an emergency may require the immediate assistance of a second person, for example if a chemical is splashed in the eye. Work with corrosive or flammable substances may require assistance to be readily available to help deal with serious problems such as spillages. In no circumstances should lone workers carry out tasks or techniques that are new or unfamiliar to them.

#### 4.9.6 Recording, Disseminating and Reviewing Risk Assessments

As stated in section 4.6.5 above, the School's risk assessment form should be used to record the risk assessments.

All relevant personnel should be provided with information on the significant findings of the risk assessment including the hazards, risks and the risk control measures to be observed. It is recommended that the risk assessment findings and, in particular, the procedures and arrangements to control the risks are incorporated within local departmental rules.

All risk assessments should be reviewed annually or whenever there is any reason to believe that the existing assessment is no longer valid.

#### **4.9.7 Further Guidance**

Further information on lone working and personal safety can be found in the following references:

- HSE leaflet – Working alone: Health and safety guidance on the risks of lone working (INDG73).
- Suzy Lamplugh website - <http://www.suzylamplugh.org/>



## Appendix 1 - Examples of procedures for supervising and monitoring lone workers

- Supervisors periodically visiting and observing people working alone, which can be combined with visits for other reasons such as checking the progress, quality and safety standards of the work.
- Supervisors maintaining contact with lone workers using either a telephone, radio or by e-mail. Contact arrangements can be documented as part of the risk assessment. Contact arrangements should ideally be between the supervisor and the lone worker, or with another member of the department. If this is not possible and the contact is by arrangement with a personal friend or family member, it is essential that the latter be briefed on the procedure to follow if contact cannot be made.
- The setting up of a 'buddy system' which enables a colleague to know that a worker is safe and the action to take if there is a problem or if contact cannot be made.
- The use of signing-in systems. These are useful for monitoring the safety of lone workers if there is a procedure for actively checking the safety of those who have recorded their presence in a building. Their main use tends to be in the event of a fire or similar emergency as they provide an indication of where people are working in a building. Although Security officers on patrol may have a remit for checking on those who have signed into a building out of hours, they are not responsible for monitoring unless this has been specifically agreed with them.
- Ensuring that there is a person within visual or audible contact who is able to provide assistance and back-up for the lone worker if required.
- Automatic warning devices that operate if specific signals are not received periodically from the lone worker.
- Other devices designed to raise the alarm in the event of an emergency and which are operated manually or automatically by the absence of activity.
- Arrangements for checks to be made to ensure that a lone worker has returned to their base or home on completion of a task.
- Contingency plans specifying the action to be taken should a pre-arranged contact not be made, or an alarm device operate.

## Appendix 2 – Personal safety guidance for staff

Whilst the probability of becoming the victim of violent attack is relatively small, this guidance seeks to give lone workers some sensible measures that can help to reduce further the risk of physical or verbal attack. This advice is not intended to cause alarm, violent attacks remain isolated incidents.

The access control systems, where fitted, throughout the School will greatly assist with the security of staff whilst in the building, but travelling to and from the work still poses an increased risk to personal safety, especially during the hours of darkness.

The first consideration must be **whether you need to be in the building out of hours** - this is the first principle of risk management - **elimination**. Therefore, it is the School's policy that, wherever possible, arrangements should be made to avoid the need for staff to work alone after hours.

### Other ways of reducing the risk include:

- Where possible, at least two members of the department working together and entering/leaving the building together.
- Parking as close as possible to the main entrance in a well lit area. Keep all valuables in the boot of your car.
- If a taxi is required, then a reputable taxi firm (preferably one you regularly use) and the name of the driver and make (and colour) of car being sent should be noted - do not get into a car that has not been ordered.
- Be aware of the risk of attack when withdrawing cash from machines - again, not going alone will reduce the risk.
- Make sure you have relevant emergency and contact telephone numbers readily available.
- If you suspect a problem e.g. an intruder trying to gain entry to the building whilst you are working, ensure that the door is locked and call for assistance.
- Do not enter a lift with anyone who makes you feel uneasy.

### When walking alone, follow these guidelines:

- Adopt a confident manner and be aware of what is going on around you (personal music players with earphones are not a good idea).
- Dress appropriately and wear shoes that are easy to walk and run in.
- Know exactly where you are going, and walk safely by keeping to well lit roads, avoid alleys and subways, walk on the pavement facing oncoming traffic.
- Avoid groups of people who may be a threat.
- Be wary of parked vehicles with engines running and people sitting in them.
- If someone grabs your bag or wallet, consider letting it go to avoid being assaulted. Avoid carrying excessive amounts of money / valuables.
- If you think you are being followed, check by crossing the street and if you are still being followed, quickly go to the nearest place with people and call the police.
- Report all incidents, as this will enable pressure to be brought on the police to provide improved patrolling.
- Consider carrying a personal alarm and ensure you know how to use it. Keep the alarm close to hand as you may not have time to retrieve it from a bag or briefcase.

## **Authorisation of visitors and contractors**

In accordance with the School's arrangements (as contained in the staff handbook, section L9 – visitor control), all visitors must be booked in (and out) at the designated reception locations, wear their visitor's identification badge and be accompanied by their host at all times. If you have reason to suspect that anyone within our premises is unauthorised (for example they may not be wearing their visitors' badge), or may be acting suspiciously, they should either be 'challenged' in a polite manner, or their presence reported to the relevant person. However, please note that personal safety must not be compromised. If you do not feel safe or confident enough to enquire about a person's presence in our premises, you should report them to the relevant person in preference to challenging them. Contractors working at the school are required to sign in (at the Building Department unless other arrangements are agreed) and observe the health and safety and site-specific rules.

## **Recognising and dealing with aggression**

Knowing how to recognise some of the signs that may lead to a violent or threatening outburst and how to act accordingly are vital skills required to keep you safe. It is important to trust your intuition. Fear is a natural reaction that provides you with the information that a situation may be threatening. If you feel scared e.g. the hair on the back of your neck is prickling, assess the situation immediately. Remember, the earlier you spot a potential problem arising the more choices you have to avoid it.

Be aware of changes in the behaviour of the person you are with, especially if they seem to be becoming gradually angrier or irritated. It is very rare for aggression or violence to occur all of a sudden. If you think you are in danger, leave and get help immediately. Meeting aggression with aggression usually leads to confrontation and could result in legal action being taken against you.

By responding to a potentially aggressive situation in a controlled manner using effective communication skills, you will reduce the chances of a confrontation. The following advice should be observed:

- We all have a personal space which we will defend if we think it is being invaded. Keep your distance and give everyone room to breathe.
- Body language is important. Avoid an aggressive stance such as crossed arms or hands on hips. Pointing or wagging a finger, or raising an arm may confront or challenge a person. Never put a hand on someone who is angry as they may feel threatened, this can escalate the situation. It is possible to be assertive without being challenging.
- Tell the person who you are, ask their name and discuss the problem. Do not hide behind your authority or status and do not use jargon.
- Try to resolve the situation by talking things through reasonably. Consider whether the person's anger is directed at you or the organisation. Subsequently, consider whether you are the best person to deal with the query or threat and decide whether someone else may be better informed to handle the situation more effectively.
- Stay calm, speak gently, slowly and clearly and remember that tone of voice is also important. Do not be drawn into their anger or enticed into an argument.
- If your job takes you to people's homes, have some identification credentials with you, introduce yourself, and state the reason for your visit and how long it should take. Respect the person's personal territory, as entering someone's home can sometimes be seen as an invasion of privacy. Do not enter a house if the person you are hoping to see is not there.

If you think you are in danger of being physically attacked, leave and get help immediately. It is not a sign of weakness to walk away. If violence appears to be imminent or if you are physically attacked you should adopt the following options in priority order:

- 1) Use exit strategies, have a pre-planned safe route and an excuse to enable you to get away from a difficult situation e.g. you are going to get someone who can sort their problem out.
- 2) Your aim should be to get away as fast as you can. Do not stop to think about it, use non-aggressive breakaway techniques if necessary, and move quickly to a place where you know there will be people.
- 3) If you cannot get away, you need to shout for help and set off your personal attack alarm. If you are outside, shout a positive instruction for help such as “call the police”. People are more likely to react to this.
- 4) Use physical self-defence only as a last resort and for the purpose of defending yourself and getting away from an attacker.

### **Reporting incidents**

Where a crime has been committed such as an assault or threatening behaviour, the incident should be reported to the police in line with guidance issued by the School Constable.

In addition, report all incidents that threaten your personal safety to your manager. Even if you have not been harmed or you think an incident is trivial, always report it. By not reporting it you could be putting others at risk. Make sure that you are satisfied that your report has been taken seriously and is properly investigated.

### **Support and aftercare**

Verbal abuse or physical attack can be extremely stressful and can have a range of effects on people. Even if you feel okay and calm at the time of the incident, or shortly afterwards, you may feel disturbed or traumatised later on.

Anyone exposed to an incident should talk it through with their manager. Discuss how the incident could have perhaps been avoided and try to establish how any traumatic effects can be minimised. Do not feel that you are being blamed in any way. Assistance can be provided by the Human Resources team and, in some cases, professional counselling can be arranged.

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## 4.10 House Handbook Health and Safety Information

The school regards the health and safety of all pupils as top priorities and vitally important elements in the provision of a high quality education. You also have a role to play in securing your own safety and health and that of others who may be affected by your actions.

It is however not our intention to set strict or disproportionate rules that will stifle the enjoyment of your time in the house or during other school activities. It is important to understand that freedom, fun, responsibility and self-discipline are interdependent and developing a good level of risk awareness will help prepare you for your future working and private life.

To minimise the risks to your health and safety, a general risk assessment has been carried out and there are a number of sensible rules detailed below that need to be followed.

### Emergency evacuation procedure and fire drills

A fire practice drill will be carried out near the start of each term, one of which will be during sleeping hours. If you are new to the school you will be shown where your assembly point is and the routes to all the fire exits from the building as you may not always be able to use your nearest exit.

**If you discover a fire** – immediately operate the nearest break-glass fire alarm call point and evacuate the building. Alert a member of staff and tell them the location of the fire.



### When you hear the fire alarm signal (electronic siren):

1. Leave the building quickly and calmly by the nearest available exit. Move purposefully and quietly but do not run.
2. Go directly to the evacuation assembly point which is situated at ([add house-specific details here](#)). Line up in an orderly fashion in your year group.
3. Do not stop or return to collect personal belongings.
4. Do not take any personal risks or do anything which may put other people at risk.
5. Do not re-enter the building until instructed to do so (even if the alarm signal ceases).

### General fire safety rules

All types of naked flame are prohibited in the house e.g. matches, candles and joss sticks and the school's no smoking rules must be strictly adhered to. Although you are allowed to decorate and adorn your room with personal effects, attaching flags, posters, etc to the ceiling is prohibited as nothing should be placed close to lights or cover the smoke detector.

**Never leave a toaster, microwave (or any other appliance used for heating or cooking food) unattended when it is being used in the kitchenettes.**

## Electrical equipment

Personal items of electrical equipment that do not pose an electric shock or fire hazard can be brought for your personal use in the house. At the start of the year it will be inspected to ensure it is safe and you will be asked to leave it out for inspection. Any new or additional equipment that you bring to school during the year should also be presented to your Hsm or Matron to enable them to arrange for it to be checked.

Due to the requirements of electrical and fire safety laws and the lessons learned from fires in school, we have set a policy designed to minimise the associated risks. It is also important for us to reduce the costs associated with unnecessary power consumption and the impact on the environment. The policy includes a, non-exhaustive, list of items that are not permitted as detailed below.

- Kettles or drink making machines.
- Fridges.
- Cooking equipment e.g. microwave ovens, toasters, sandwich makers or rice cookers.
- Halogen lamps, lava lamps, non-LED clip-on lamps or non-LED fairy lights.
- Plug-in air fresheners.
- Diffusers.
- Heaters or electric blankets.
- Irons.
- Multi-block plug adaptors.
- Chargers and rechargeable battery packs e.g. such as those used to power remote control toys.
- Mobile phone chargers that do not meet UK safety regulations.

If any of the above items are found in your room, as well as any equipment that fails the inspections, they will be confiscated and you will be asked to take them home during the next school holiday.

**Note:** More detailed information on the safe use of electrical equipment is displayed on house notice boards.

## Accidents and incidents

Despite our best efforts, it is recognised that accidents will still occur. If you do suffer an injury you should report it to your Matron, Hsm or other member of house staff straight away. This is necessary for you to obtain immediate first aid treatment and to help in identifying any hazards that may need to be addressed.

In order to prevent injuries, if you notice any hazardous conditions or faulty or damaged equipment in the house please report this to a member of staff. In addition, any pupil found to have deliberately created a risk to others will be disciplined accordingly. This would include tampering with anything provided in the interests of safety e.g. window restrictors or fire extinguishers.

*(If you require any further information on health and safety in general there is a health and safety handbook on the intranet. It is primarily designed for staff but it would also be a useful reference source for pupils as an introduction to health and safety in the workplace).*

## 5.0 Legal References and Guidance

Ref & Issue date	Title	Source	Policy Section(s)
1974 C37 (2000)	Health and Safety at Work Act 1974	HSE	(i), (v), 4.9.
SI 1999 No 3242	Management of Health and Safety at Work Regulations 1999.	HSE	(i), (iv), 2.1, 3.1, 3.4, 4.1, 4.4, 4.8, 4.9.
HSG65 (2013)	HSG65 – Managing for health and safety.	HSE	(i), (iv).
ISI (2021)	Independent Schools Inspectorate - Commentary on the Regulatory Requirements (September 2021).	ISI	(i), 3.1, 3.3, 3.4, 3.5.
NMS (2015)	Boarding Schools: National Minimum Standards.	DfE	(i), 3.1, 3.3, 3.4, 3.5.
DfE Guidance (July 2021)	Health and Safety: Responsibilities and duties for schools.	DfE	(v).
SI 2013 No 1471	Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013.	HSE	2.1, 3.2, 3.3, 4.2.
INDG163 (2014)	Risk assessment: A brief guide to controlling risks in the workplace.	HSE	3.1, 3.2.3, 4.1.
Sixth Edition (May 2016)	Chartered Institute for the Management of Sport and Physical Activity's Risk Assessment Manual.	CIMPSA	3.1
L74 (2013)	Health and Safety (First Aid) Regulations 1981, Guidance on Regulations.	HSE	3.3.
SI 2005 No 1541	Regulatory Reform (Fire Safety) Order 2005.	Government	3.4.
DfE Guidance (2018)	Health and Safety on Educational Visits.	DfE	3.6
L24 (2013)	Workplace (Health, Safety and Welfare) Regulations 1992, ACOP and Guidance.	HSE	3.7.
SI 2015 No 51	Construction (Design and Management) Regulations 2015.	HSE	3.8, 3.19.
L22 (2014)	Safe use of work equipment: Provision and Use of Work Equipment Regulations 1998, ACOP and Guidance.	HSE	3.9.
HSR25 (2015)	Electricity at Work Regulations 1989, Guidance on the Regulations.	HSE	3.10.
BS7671 (2018)	Requirements for Electrical Installations. IET Wiring Regulations, 18 <sup>th</sup> Edition.	BS	3.10.
IET Code of Practice (2013)	IET Code of Practice for Electrical Safety Management.	IET	3.10.
HSG107 (2013)	Maintaining portable electrical equipment.	HSE	3.10.
HSG85 (2013)	Electricity at Work: Safe working practices.	HSE	3.10.
GS6 (2013)	Avoiding danger from overhead electric power lines.	HSE	3.10.
HSG47 (2014)	Avoiding danger from underground services.	HSE	3.10.
L23 (2016)	Manual Handling Operations Regulations 1992, Guidance on the regulations	HSE	3.11, 4.1.
L5 (2013)	Control of Substances Hazardous to Health Regulations 2002 (as amended), ACOP and Guidance.	HSE	3.12, 3.21.
HSG97 (2004)	A step by step guide to COSHH assessment.	HSE	3.12.
SI 2005 No 735	Work at Height Regulations 2005.	HSE	3.13.
SI 2007 No 114	Work at Height (Amendment) Regulations 2007.	HSE	3.13.
L113 (2014)	Safe use of lifting equipment: Lifting Operations and Lifting Equipment Regulations 1998, ACOP and Guidance.	HSE	3.14.

Ref & Issue date	Title	Source	Policy Section(s)
L26 (2003)	Health and Safety (Display Screen Equipment) Regulations 1992 as amended by the Health and Safety (Miscellaneous Amendments) Regulations 2002, Guidance.	HSE	3.15.
L25 (2015)	Personal Protective Equipment (PPE) at Work Regulations 1992 (as amended), Guidance.	HSE	3.16, 4.8.
SI 2005 No 1643	Control of Noise at Work Regulations 2005.	HSE	3.17
L108 (2005)	Controlling noise at work: The Control of Noise at Work Regulations 2005, Guidance on the regulations.	HSE	3.17.
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