Thomas Willingale School and Nursery

Health and Safety Policy

Review: Annual
Reviewed   Summer 2023
Next review Summer 2024

Health, Safety and Wellbeing Policy

Section

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1   Statement of Intent

The Governing Body is committed to ensuring that high standards of health, safety and wellbeing are provided and maintained in order that there is a safe and healthy working environment for all staff, students and visitors.

The Governing Body recognises that health, safety and wellbeing is a management responsibility of equal importance to service delivery and needs to be considered an integral part of the School provision.

This policy reflects our commitment to ensuring that Health and Safety is paramount to the School and that effective management of Health and Safety actively contributes to our success. The safety of both students and employees should underpin the whole culture and ethos of the School.

Managers and employees at all levels are expected to embrace this commitment by ensuring high standards of health, safety and wellbeing in their area of responsibility as outlined in this policy and associated standards.

This policy sets out the key responsibilities of the Governing Body, Headteacher, Managers, all employees and other key staff.

It also outlines how health and safety is organised within the School and signposts all employees to the detailed arrangements for implementing the policy through risk assessments and standards.

All employees have responsibilities under the Health and Safety at Work Act, and any breach of these could lead to prosecution of the School and/or individual employees. Failure to comply with the health and safety standards could also result in disciplinary action.

This statement, policy and arrangements was approved by the Governing Body:

Signed: Rhian Jenkins
**   Chair of Governors**

2. Responsibilities - All employees

All employees are responsible for:

Control
- Looking after their own safety and the safety of others affected by their work.

Co-operation
- Co-operating with the School, by following safe working practices and carrying out their health and safety responsibilities as detailed in the School's policies, risk assessments and health and safety standards.

Communication
- Reporting to their line manager any hazards they identify and any inadequacies in health and safety procedures.

Competence
- Taking part in any health and safety training and development identified as necessary by the Headteacher or their Line Manager.

Planning and Implementation
- Using work equipment provided correctly, in accordance with instructions or training.
- Ensuring that if they organise projects or activities involving pupils or other non employees, risks are assessed as part of the planning stage and control measures implemented.

Monitoring
- Reporting health and safety incidents, in accordance with the School's health and safety Incident Reporting Procedure.

Safety Education
- All employees are responsible for contributing to the safety education of pupils through the formal and informal curriculum.
- All teachers and support staff are responsible for the effective supervision and safety of pupils under their care. This includes ensuring that pupils follow health and safety instructions.

3. Responsibilities - All managers and supervisors

All employees with management and supervisory responsibilities are responsible for the implementation of the Health, Safety and Wellbeing Policy in their area of control. As a general rule the direct responsibility of managers for health and safety is determined by the extent to which they have authority to take action. That is if they have the authority to make a general decision about some aspects of the work, they are responsible for the health and safety implications of that decision.

Their responsibilities include:

Control
- Ensuring the Health, Safety and Wellbeing Policy is implemented in their area of responsibility.
- Ensuring managers under their control carry out their health and safety responsibilities.

Co-operation
- Identifying opportunities to improve the health, safety and wellbeing within the School, and promoting risk awareness and the development of safe behaviours.

Communication and Consultation
- Ensuring all relevant health and safety information is communicated effectively to the correct employees and take account of their views.

Competence and Capability
- Ensuring the health and safety competence and capability of employees under their control.

Planning and Implementation
- Ensuring relevant health and safety standards and risk assessments are implemented in their area of control.
- Ensuring, in their area of control, risk assessments are carried out, recorded and the control measures implemented.
- Undertaking risk assessments relating to hazards to which directly managed staff are exposed (this will include stress risk assessments).

Monitoring and Review
- Ensuring health and safety monitoring is undertaken in their area of control, in accordance with the School's requirements.
- Reviewing the effectiveness of health and safety standards at controlling risks and feeding back areas of concern to their line manager, Headteacher or Governing Body.
- Ensuring health and safety issues identified via risk assessments or monitoring activities that cannot be addressed are raised with their line manager.

4. Responsibilities - Headteacher

Control
- Ensuring there are appropriate arrangements in the school for implementing the School's Health, Safety and Wellbeing Policy, and ensuring that the Policy and arrangements are effectively communicated and implemented.

Co-operation
- Ensuring systems are in place for consultation with all employees and that Trade Union appointed safety representatives can carry out their functions.
- Demonstrating health and safety leadership by ensuring health and safety is given equal importance to service delivery.
- Ensuring there are appropriate arrangements in place for co-operation and co-ordination with other users of the school site and that, where necessary joint health and safety arrangements are recorded and agreed.

Communication
- Ensuring appropriate arrangements are in place for communication of health and safety to all employees, agency workers, contractors, visitors, volunteers and pupils.
- Ensuring that health and safety standards accessed via the schools Infolink are made available to relevant employees.

Competence and Capability
- Ensuring that all employees are competent and have the capability to carry out their role/function.

Planning and Implementation
- Ensuring the School's health and safety standards (available via the schools Infolink) are implemented.
- Ensuring there are arrangements in place for managing risks arising from the school's activities or premises, which are not covered by standards available on the Schools Infolink.

Monitoring and Review
- Ensuring systems are in place for monitoring and reviewing health and safety in the school.
- Ensuring there are health and safety monitoring arrangements in place and that actions arising from monitoring results are carried out.
- Regularly (at least annually) reporting school health and safety performance to the Governing Body.

Premises Management
- Ensuring there are arrangements in place for the management of the premises on a day to day basis.
- Ensuring premises management tasks are delegated to a suitably competent site manager or co-ordinator, or a competent property consultant.

5. Responsibilities - School Health and Safety Co-ordinator

The Site Manager and H and S site mgr have been appointed as the Health and Safety Co-ordinator for the School and is responsible for:

Control
- Establishing arrangements for the effective co-ordination of health and safety throughout the School.
- Supporting the Headteacher and Subject Leaders in co-ordinating the development, review and revision of the School's health and safety policy, standards and risk assessments.

Co-operation
- Setting up arrangements for consulting with employees on health and safety (e.g. through health, safety and wellbeing committee meetings or team meetings).

Communication
- Setting up arrangements for the effective communication of health, safety and wellbeing information relevant to all staff, visitors, contractors, volunteers, pupils etc.
- Ensuring health and safety concerns raised by employees are brought to the attention of the appropriate senior manager.
- Ensuring that the Headteacher / school senior management team is kept informed of health and safety issues by including them on the agenda of management group meetings.

Competence
- Co-ordinating the identification of health and safety training and development needs to meet the requirements of the School's health and safety policies, standards and risk assessments.
- Ensuring that records of health and safety training and development are maintained by the school

Planning and Implementation
- Supporting the establishment of adequate arrangements for:
  - First aid
  - Fire and emergency evacuation
  - Reporting of health and safety incidents, hazards and concerns
  - Other day-to-day health and safety procedures as needed.

Monitoring
- Co-ordinating arrangements for monitoring of health and safety standards within the school.

Premises Management
- Overseeing the management of premises related health and safety risks to employees and other premises users or visitors.

- Co-ordinating and ensuring compliance with premises related standards and assessments.

6. Responsibilities - Governing Body

The Governing Body as the employer is responsible for Health and Safety and therefore ensuring compliance with relevant legislation. This includes legal duties as controllers of the premises.

Governors duties include:

Control:
- Taking reasonable steps, to make sure that the school buildings, grounds, equipment and materials are safe and do not put the health, safety and welfare of persons at risk whilst they are on the premises.
- Ensuring that appropriate arrangements are in place to comply with statutory requirements.
- Ensure that statutory requirements are taken into account in determining the allocation of resources.

Competence and Capability:
- Ensuring that the policies and procedures for recruitment, induction, staff development, performance management and capability used by the school include health and safety competence and capability.
- Ensuring health and safety is part of the performance management of the Headteacher.
- Ensuring that the Headteacher has an appropriate workload, in support of a reasonable work/life balance, having regard to his/her health and welfare.
- Having regard to their own competence and capability before offering advice or undertaking work that may affect the health and safety of school activities.

Planning and Implementation:
- Ensuring that anyone appointed to undertake construction and maintenance work on the school premises is competent to do so and that any construction work is carried out in accordance with the Construction, Design and Management (CDM) Regulations.
- Ensuring that a property consultant is used to assist with the appointment of a competent CDM co-ordinator before any notifiable construction or demolition work is undertaken on the site. (NB: This is to ensure construction work is carried out in accordance with the requirements of the Construction, Design and Management (CDM) Regulations. Notifiable projects are those likely to last more than 30 days or involve more than 500 person days of construction work).

Monitoring:
- Taking an active part in monitoring health and safety standards in the school, by requiring th Headteacher to provide regular reports on health and safety performance to the Governing Body. Such reports should provide information on action taken in response to outcomes of:

- ○ School health and safety inspections, monitoring checks and incident investigations.
- ○ Health and safety investigations and inspections carried out by enforcing bodies (e.g. HSE, Fire and Rescue Service, Environmental Health). Other serious incidents investigated by the Headteacher or other member of staff.
- ○ Any surveys carried out by the school, which provides data that relates to employee health, safety and wellbeing (e.g. Outcomes from the Work-Life Support Wellbeing Programme if used).
- Appointing a Governor who understands the educational visits system and who will agree the higher risk visits (e.g. overseas, adventurous or residential).

7. Responsibilities for School Visits

The School undertakes educational visits and has appointed a senior manager as an Educational Visits Co-ordinator (EVC), the Headteacher or Deputy Headteacher, who has:

- sufficient and relevant experience in running visits;
- the competence to train and monitor others; and
- the authority to agree or not to agree to visits.

Where the school has any part in organising events, trips or activities beyond the school gate it recognises that it has a responsibility. The school's pastoral responsibilities cannot be delegated to other external providers.

The School has developed a policy on visits beyond the school gate which includes:

- Emergency, accident and critical incidents planning.
- Supervision and staffing including competence, safeguarding and training. All those involved in any supervision for the school are subject to this policy.
- The visits system, including the school approach to planning, informing, signing off and supporting visits.

The EVC responsibilities are:

Control
- Developing and implementing a school procedure for the training, support, planning, monitoring and approval of school visits.
- Supporting the headteacher and governors as required with information, visits approval and other decisions.

Competence and Capability
- Ensuring training of visit leaders to plan and carry out visits. This will involve training on areas such as visit planning, group management, use of external providers, pre-visits risk management, safeguarding as well as identifying and organising specific training e.g. first aid. This must involve training on the school visits policy, and must be updated as necessary.

- Assessing the competence of leaders and other adults proposed for a visit. This will commonly be done with reference to training, experience of the person, practical observation, accreditations from an awarding body as well as the EVC's opinion.
- Ensuring that Criminal Records Bureau disclosures and safeguarding measures are in place as necessary in line with SET (this must include having a specific policy on volunteers).
- Ensuring their own competence is maintained through regular refresher training.
- Ensuring thorough understanding of the roles and responsibilities of the Governors, Headteacher, visit leaders, employees and volunteers in relation to educational visits and the school's educational visits policy.
- Managing training of all those connected with visits, including having a deputy trained to take over as EVC in case of absence.
- Understanding when visits can be signed off by the EVC on "everyday risk" and when further advice is necessary.

Planning and Implementation
- Working with group leaders to obtain the consent or refusal of parents and to provide full details of the visit beforehand so that parents can consent or refuse consent on a fully informed basis.
- Ensuring visits are planned with reference to the Schools inclusion practice and any SEN professionals.
- Overseeing the organisation (e.g. preparation, roles, providers, activity, and travel) as well as the risk management on each school visit.
- Overseeing the emergency arrangements and ensuring there is an experienced emergency contact for each visit.

Monitoring and Review
- Monitoring all aspects of the planning of visits to ensure they meet the Schools requirements.
- Monitoring staff undertaking visits, and monitoring the visits themselves, as necessary.
- Submitting electronically within the timeframes set out by ECC, residential, overseas and adventurous visits to the County Educational Visits Adviser for agreement providing sufficient information on the risk management of the visit. (only if the School accessing the Councils EVC Advisory Service)
- Understanding when it is necessary to seek clearance for some visits from the Governing Body. This is likely to be when a visit is first proposed, before a financial commitment is made and for specific types of visits e.g. overseas expeditions.
- Keeping records of individual visit plans (a legal document), as well as reference material for the school, in addition to keeping records e.g. reports of health and safety incidents.
- Reviewing systems and, on occasion, monitoring practice.

Access to Further Advice on Educational Visits

- The School has access to specialist advice on Educational Visits from the ECC Education Visits Team.
- This includes access to advice via phone and e-mails, access to the Educational Visits Website and access to the online risk assessment forms.
- Contact details are contained in Appendix 2.

8.   Competent Health and Safety Advice

The School use Paul Prosser of SX safety as their competent health and safety adviser and auditor. The school uses Risk assessments and guidance through ECC health and safety on info link.

The service offered by Advisor and auditor Paul Prosser of SX Safety [paul@sxsafety.co.uk] 01376329031

Health & Safety advice includes:
- Access to standards, generic risk assessments and guidance through the Health & Safety pages of the Schools Infolink. These standards are based on legislation, industry standards and best practice and produced by competent health & safety advisers.
- Access to a telephone and email support
- Yearly Health and safety audit and action plan of whole school.

9.   Health Protection

The Essex Health Protection Agency www.hpa.org.uk/essex gives advice on communicable diseases and infection control. In the first instance refer to their guidance on Communicable Diseases in Schools or contact the school nurse at you local NHS clinic.

HPA Contact Details: e-mail EHPTInfo@essexhpa.nhs.uk

10. General Arrangements for Health and Safety

The detailed arrangements for implementing this Policy are contained within health and safety standards, generic risk assessments and guidance on the health and safety pages of the Schools Infolink (under Service Areas). These can be accessed via the Health and Safety *A to Z Managing Risks,* by selecting the appropriate letter. (NB health and safety standards are kept on a secure part of the infolink, so schools will need a password to access them).

A brief summary of arrangements for managing health and safety is given below:

11. Local Arrangements within Schools

Local arrangements have been implemented. The information is held in the appendix. See the table on the next page to find out where to look for the information you need.

12. Health and Safety Competence and Capability

Competence is the ability to do the job required to the necessary standard. It is not just training, but also experience of applying the skills and knowledge, which needs to be gained under adequate supervision.

The School considers health and safety competence requirements as an integral part of:
- Recruitment and Selection
- Employees changing role
- Induction
- Temporary employees, agency workers and volunteers
- Performance management
- Procedures when employees fail to perform on health and safety.

Performance management: The School follows a nationally set performance management review system that is focused on improving teacher practice and pupil achievement. Health and safety is considered as part of the performance management process and where appropriate health and safety objectives are included.

In respect of the Headteacher, account is taken of the results of health and safety monitoring, Ofsted reports and self-evaluation forms (SEFs). Where these show areas that need development, health and safety is included as a specific objective under Leadership.

Reference should be made to Headteacher, manager and employee responsibilities in this policy document.

Local Arrangements Appendix Guide

Item	Appendix
Employee health and safety competence and capability	7
Failures to comply with health and safety requirements through performance management and disciplinary processes	7
Fire and emergency evacuation (including fire risk assessment)	6
First aid.	7
Communication and consultation of health and safety.	7
Reporting of health and safety incidents, hazards and concerns.	7
Requirements to carry out risk assessments including for:	
Stress,	8
Display Screen Equipment,	9
Violence and Lone working,	10
Manual handling,	10
Educational visits, One off events and projects, Curriculum activities and any other areas / activities where it has been identified that there are significant risks and about the risks associated with their work.	10
Control of chemical substances	11
Managing the risks to Young People on Work Experience Placements	7
Risks to Pregnant Workers.	10
Control of asbestos (including asbestos management plan) and legionella	11
Working at height.	15
Statutory inspection and maintenance of work equipment, plant and service.	7
Control of (health and safety vetting and monitoring) contractors.	16
Monitoring compliance with and reviewing effectiveness of health and safety assessments and procedures.	17

Training (legal requirement): There is a legal requirement to take account of an employee's health and safety capabilities when giving them tasks. More specifically there is a requirement to provide employees with adequate health and safety training on recruitment and on being exposed to new risks (for instance due to a change of job role).

The School ensures that employees are given access to training and development appropriate to their role and risks they are exposed to.

The Schools keeps a record of Health & Safety training undertaken by employees

13. Communication

It is recognised that good communication systems are essential to ensure that everyone knows:
- what they need to do to protect themselves and others from harm; and
- how they can contribute to a safe school, by raising health and safety concerns.

The School ensures that health & safety information is communicated through the following ways: emails, Yammer, meetings, minutes, notice boards.

14. Health and Safety Consultation

Employees need to be involved in health and safety decisions that affect them and the risk assessment process. Consultation involves not only giving information to employees, but also listening to them and taking account of what employees say before making any health and safety decisions. The law requires that employees must be consulted before implementing changes that may affect their health and safety and with regard to risk assessments that cover their work activities.

Consultation within the School takes place through the following methods:
- In the first instance all employees can raise health & safety concerns directly with their line manager.
- All employees also have the right to raise health & safety concerns with a trade union appointed health & safety representative, who can take the matter up on their behalf.
- Ensuring health & safety is on the agenda at team meetings. Issues are then dealt with or referred up.

Trade Union Safety Representatives are employees, appointed by the trade union they belong to, to represent employees on health and safety. They can assist any employee who has a health and safety concern (not just those belonging to their Union). If the school has a union appointed safety representative, their details should be brought to the attention of employees by their inclusion in the Health and Safety arrangements notice.

15. Health and Safety Standards (Status)

How we do things safely is detailed in the health and safety standards, generic risk assessments and guidance on the Health and Safety pages of the Schools Infolink. It is important that managers and employees follow these, as they are the way the School ensures it is meeting its legal obligations for health and safety. Your contract of employment (Conditions of Service) requires that you co-operate with the School by complying with its

standards for health and safety. Failure to do so can result in disciplinary action. It may also expose the School, or individuals within the school to the risk of prosecution.

Standards are available on the Schools Infolink under Health and Safety A-Z Managing risk.

16. Health and Safety Risk Assessments

Risk Assessment is a legal requirement. The health and safety standards, generic risk assessments and guidance were prepared following an assessment of the likely risks in the area to which they relate and in general form the basis of most routine risk assessments. However, as generic assessments they have limitations and it is the responsibility of Headteachers and all managers to ensure assessments are modified and extended to take account of local circumstances, or separate risk assessments produced for activities where one does not exist if there is a significant risk.

For all managers this includes:
- Ensuring controls detailed in standards and generic risk assessments are implemented in their area of control;
- Ensuring specific risk assessments are undertaken (e.g.: VDU, Stress, Manual Handling, curriculum activities) in their area of control; See appendix.
- Undertaking risk assessments relating to hazards to which directly managed staff are exposed (this will include stress risk assessments).
- Ensuring risk assessments are carried out as part of the planning of new projects or initiatives that may have health and safety implications.

17. Health and Safety Monitoring and Auditing

The School has established the following systems to discharge its responsibility for health and safety monitoring in the establishment.

- **Audits:** The School will ensure that a health & safety audit of the establishment is carried out at regular intervals by the Health and Safety Officer, Headteacher and Health and Safety Governor.

- **Internal Monitoring:** The School ensures that the online health and safety electronic internal monitoring checklists available annually through the Health & Safety pages of the Schools infolink are completed. The submission of these automatically generate actions plans which are reported to the Governing Body.

- **Health and Safety Incident Investigation:** The School has an internal system for reporting incidents. The incident numbers and details are reviewed by the Schools Senior Management. A summary report is also presented to the Governing Body at least termly. Serious incidents are reviewed by a Senior member of staff and the findings reported to the Governing Body.

- **Other Monitoring:** There are systems in place within the school which ensure that the following monitoring is also carried out:

- o Termly inspections of the premises (all curriculum / work areas and general areas).
- o Monitoring of contractor operations under the School's control.
- o Routine checks on equipment and electrical, gas, mechanical and other services.
- o Hazard reporting system which is reviewed at least termly by Senior Managers to assess the types of issues being identified and whether they are being dealt with effectively.

18. Health and Safety Performance Reporting and Review

The Governing Body and Headteacher review the health and safety performance of the school at least annually. This takes the form of a health and safety performance report produced by the Headteacher which is presented to the Governing body for review, comment and action and includes information and statistics on:

- School health and safety inspections, monitoring checks and incident investigations.
- Health and safety audits, investigations and inspections carried out by enforcing bodies (e.g. HSE, Fire and Rescue Service, Environmental Health).
- Any surveys carried out by the school, which provides data that relates to employee health, safety and wellbeing (e.g. Outcomes from the Work-Life Support Wellbeing Programme).

19. Consequences of Non Compliance with the Schools Health and Safety Policies and Standards

It is a requirement for all employees to fulfil their responsibilities as outlined in this policy. Where there is a failure to comply with the Policy, whether observed in routine activities or through established health & safety monitoring systems, an appropriate response is required to hold managers and employees to account and remedy the failure. A number of options are available depending on the severity of the circumstances:
- As part of the normal line management process
- Through performance reviews
- For serious breaches, through disciplinary action. If sufficiently serious, this could include dismissal for gross misconduct.

The Schools HR policies give full details on disciplinary and misconduct procedures.

Appendix 1: Health and Safety Local Arrangements Notice

School:	Thomas Willingale School
Headteacher:	Teresa Phillips
School Health and Safety Coordinator:	Jodie Erics and Mark Reinke
Educational visits co-ordinator:	Lynda Collins
TU Health and Safety Representative / Employee Representative:	N/A
Report health and safety incidents to:	Site Manager / Headteacher
Report hazards to:	Site Manager
Person(s) responsible for undertaking H&S inspections:	Site Manager / Headteacher / H&S Governor
Person responsible for co-ordinating fire evacuation arrangements:	Most senior member of staff on site at time of evacuation.
Fire marshals:	Lynda Collins Lorna Ford-Richards Jackie Burgess Michelle Hinton Mark Reinke Nicola Reinke Gemma Willsone Amanda Butcher
Fire assembly point(s):	Car Park – The Broadway Nursery – Nursery Garden Reception – Reception Garden Playground – Willingale Road
Day and time of weekly fire alarm tests	Mondays (between 5pm and 5.30pm)
First aiders / appointed persons:	Mandy East June Marshall A number of MDAs, Admin, LSAs, Class Teachers have first aid training.

Where to find:	Location:
Incident / Accident report forms	Willingale Road Office
Hazard book	Site Manager
Health and Safety Standards and Information relevant to school / curriculum area	Site Manager

Appendix 2: Getting help on health and safety

ECC Contacts	Name(s)	Contact No. / email
ECC Corporate Health & Safety Team	H&S Support desk	Tel: 0333 013 9818 hs@essex.gov.uk
Health and Safety Champion for schools	Clare Kershaw	Tel: 0333 013 6580
Health and Safety Co-ordinator for Schools (Children and Families)	Covered by part-time post.	Tel: 0333 013 7876
Asbestos / legionella / contractor management advice (this will be schools property consultant or other competent contractor)	Primec	
School meals	School Meals Help line: Accent catering	e-mail school.meals@essex.gov.uk
Educational Visits Adviser	Norberto Fusi	Tel: 01245 221022 Educational.visits@eesforschools.org
SAS Counselling Service (Confidential service)	SAS	01773814400
ECC Safety / Employee representatives: (These representatives sit on the ECC Schools Health & Safety Committee).	Paul Bundy (NUT) Simon Smith (Voice) Jeff Fair (ATL) Joe Legerton (GMB) Julie Saggers (UNISON) Sue Gainey (UNISON) Tracey Sparkes (UNISON)	pb006c4108@blueyonder.co.uk simons@sweynepark.com jfair@essex.atl.org.uk gmb2joe@gmail.com unisonjcs@gmail.com sue.gainey@essex.gov.uk t.sparkes@unison.co.uk
Other contacts		
School's H and S Consultant	Paul Prosser- SXsafety- Health and Safety consultant	
School's food safety advisor	Accent Catering	

Occupational health advice	SAS- Schools advisory service 01773814400
School nurse	0208 272 4600 (Rectory Lane Health Centre)
Essex Health Protection Unit (Infection control advice):	0300 303 8537 EastofEnglandHPT@phe.gov.uk

Appendix 3: Occupational Health

Additional Section on the provision of Occupational Health Advice
The Council's Occupational Health Service is recommended, as they have experience on advising educational environments. Further details can be found on the health and safety pages of the Schools Infolink or by telephoning 01245 430222.

The School has access to a competent occupational health service which offers the following:
- Pre-employment health screening and advice on reasonable adjustments to enable employment of applicants with disabilities and health conditions;
- Support in the prevention of work related absence through advising on health related risk assessment;
- Statutory health surveillance (for exposure to noise, vibration, hazardous dusts and substances);
- Advice at the early stages of occupational ill health, thereby reducing the risk of an absence becoming long term or recurring;
- Support where employees are sick, examination and advice on whether return to work is appropriate and, if so, what adjustments may be needed;
- Advice for employees and possible recommendation for further specialist advice/treatment;
- A second opinion on a GP report and liaising with the GP on any differences of opinion;
- Assessing the employee's eligibility for ill health retirement or disability benefits.

Counselling

The School's Occupational Health Service provider provides a counselling service which is available to all school staff.

Teaching staff can also access Schools advisory Service SAS- see number in contacts list

Wellbeing

The Schools, Children and Families Directorate work with Work-Life Support to assist them in discharging their responsibilities for the health and wellbeing of school based employees. The Work –Life Support Wellbeing programme supports schools meeting their statutory requirement to carry out stress risk assessments.

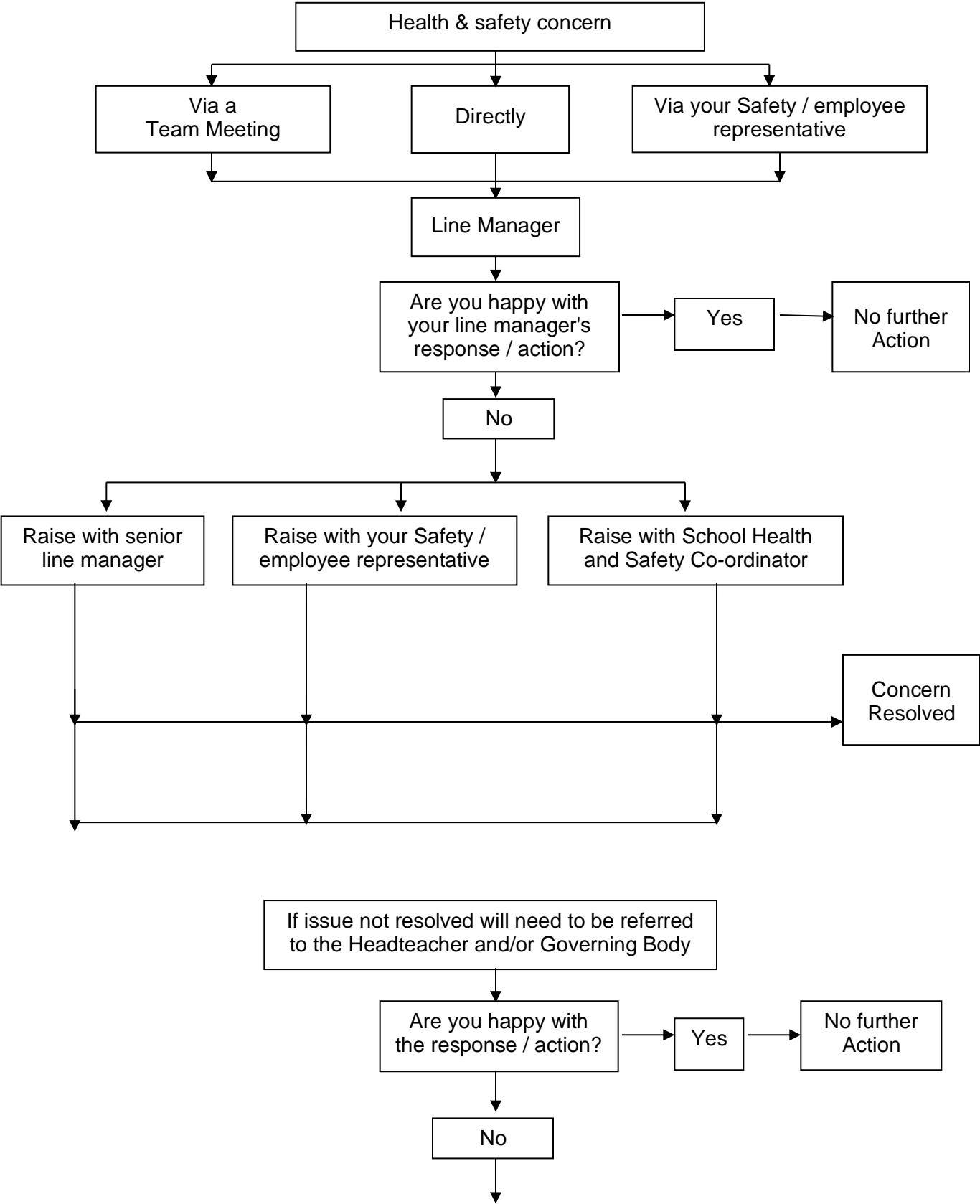The school has a wellbeing and mental health policy in place.

Appendix 4: Catering

Additional Section on School Catering arrangements

The School uses Accent Catering Services Limited for its school catering provision and therefore has access to competent food safety advice.

The School can also access advice from ECC School Meals

Appendix 5: How to raise a health & safety concern

Health & safety concern

Via a Team Meeting

Directly

Via your Safety / employee representative

Line Manager

Are you happy with your line manager's response / action?

Yes → No further Action

No

Raise with senior line manager

Raise with your Safety / employee representative

Raise with School Health and Safety Co-ordinator

Concern Resolved

If issue not resolved will need to be referred to the Headteacher and/or Governing Body

Are you happy with the response / action?

Yes → No further Action

No

You are entitled to take the issue further using the School's **Grievance Procedure**

Appendix 6

Fire Procedures

Fire Drill

Teachers must ensure that their children are aware of the Fire Drill procedures and instructed to leave the classroom **in silence** quickly and in an orderly fashion when the alarm is raised.

It is important that all doors are closed as you leave.

No one should return to the school building without permission from the Headteacher, teacher in charge or on advice from the senior fire officer if applicable.

Children evacuate the building and **assemble, in silence, in an orderly fashion in the designated area for the area in which they have been working.**

Should an evacuation be necessary at lunchtime, children in the dinner hall may be evacuated by staff to the car park if the fire is known to be at the rear of the school.

An initial head count followed by the register being called as quickly as possible should be carried out. The registers are brought from the Office by a member of the administration staff. Registers include copies of SIMs registers and information on the Inventry Evac app. Inventry information includes staff registration, visitor registration, pupils arriving late to school and pupils who have left school early.

Fire Marshalls will sweep the building but all adults not directly leading a child or group of children out are responsible for checking the area the are nearest too and ensuring doors are left shut.

When children are counted and registers are taken a call MUST be made from the Reception/Nursery site to the main playground to let the senior member of staff know that everyone is accounted for. This call can be made by the fire Marshal (if available) or an Administrator who MUST take a phone with them and it must include the appropriate phone numbers – HT 07737385063

If any child or adult is found to be missing, the teacher should report this immediately to the Headteacher or most senior member of staff available.

When you hear the fire alarm:
* Ensure you exit by nearest fire exit – do **not** return to your classroom if you are located elsewhere in the building at the time of the alarm!

* Do **not** attempt to line children up in class, corridors or elsewhere in the building thereby delaying your exit – you should have practised (in addition to fire alarm drills) for such events and the children be able to make a line to leave the building.

* **Last** person out of a room to **close** the door!

* If there is more than 1 adult in a class 1 adult should be at the front of the class and the other adult should be the last person out of the room.

* Use the new fire doors i.e. go through them if that is your nearest and most direct exit route.

* When moving around the building **keep left!** Do not spread out across the corridors!

* Do **not** stop to collect coats, bags, etc.

* Do **not** go looking for children – there are designated members of staff who do this!

* Designated Fire Marshalls will sweep the building

When you are outside:

- Line up **quickly** and **quietly.** You will have done a head count as you move the children from the classroom to the assembly point.

- **Be ready** to start taking the register as soon as you are lined up! These will be given to you by the Admin team. They will also account for staff members or visitors using the Inventry Evac app or manual signing in and out book. This is another reason why the children must learn to stand quietly – so they can hear the register! (It is important that you report any missing child asap to the Headteacher or another member of the SLT.)

- Once the register has been taken it must be handed back **immediately** to a member of the Admin staff team.

- Do **not** stand around chatting - set a good example to the children – focus on them- ensure they are not chatting. Even in drills some children can become upset. In 'real' situations you may be given instructions on what to do next. You need to hear those instructions and be able to respond immediately!

- If the evacuation has been a 'drill' any class in P.E. kit **must** always return to the school first.

- In a 'real' situation there are 'foils' available for children in P.E. kit or without cardigans, jumpers etc. to protect them from excessive cold.

- Admin team will have a medical bag.

FIRE DRILL TIMINGS HAVE TO BE REPORTED TO GOVERNORS AND THROUGH THEM TO THE LOCAL AUTHORITY.

FIRE DRILL STOPS WHEN ALL REGISTERS HAVE BEEN CHECKED AND HANDED BACK– IT IS NOT JUST ABOUT LEAVING THE BUILDING!

Lunch time

In the event of a fire at lunch time, the procedure will need to differ. Many staff may be off site and as a result a class Midday assistant will be in charge of registering your class. If you are in the building it is imperative that you sweep any area you are in the locality of and then exit to the playground (or nearest exit) to support the Midday assistants. The children will be expected to line up as they are during a 'normal drill'.

When the Fire Bell sounds

- Children who are on the playground are to go to their lines and wait for their allocated MDA.
- Children in the hall must exit through the fire doors leading to the playground, or through the corridor and through a KS1 classroom entrance. *This is dependent on which door is nearest to the table they are sitting at.* (In the event of a fire at this side of the building – the children will be taken on to the staff carpark).
- The MDAs in the hall will be responsible for ensuring all children have exited the halls and then they will go to their designated class on the playground, these children will be lined up by those adults already outside.
- Members of the Admin team will sweep the building and ensure that the registers are brought out.
- Registers will then be taken by the MDA or by the CT if available. (All other normal procedure is as above).

- A member of the SLT will ensure that all children have been accounted for, by way of phone call. Admin staff will ensure that mobile phones are taken out with them.

  Nursery and Reception
- Nursery children will be escorted to the staff carpark with their designated adults.

- Reception children will either assemble in their usual place. If Reception children are in the hall they should exit via their classroom and line up with their class. These children will be registered by MDA on duty in this area

If an exit is not possible then they should leave via the exits that other children are being escorted through. (Registers will need to be shared by phone call.) EYFS children should be lined up on the main playground at the far end (the football area).

Clubs/wandering children!

- Any children in school with an adult, such as those in a club, doing a job or in the library must be escorted out of the building by the adult with them. Any children who are sent on a job, must be sent in pairs, the person sending them is responsible from ensuring they have left the building.

Wet lunchtime

- Children are to exit via their classroom as per 'normal drill' and lunch hall as per lunch drill.

It is imperative that staff leaving the building at lunchtime MUST sign out using the Inventry system.

Whole site evacuation.

In the event of a site evacuation: children are to be lined up as per fire drill procedures; registers taken and then escorted by adults to the St John Fisher School, who will be phoned ahead and told of our imminent arrival. Additional adults must support children in the younger year groups.

Appendix 7

This appendix identifies the local arrangements for addressing some of the items discussed in the main policy. In general terms our school has adopted the health and safety management arrangements put in place by Essex County Council. Therefore, within the following pages you can identify your responsibilities, and those of others at Thomas Willingale School.

Employee health and safety competence and capability
In addition to seeking to employ staff with the relevant competency and capacity to assist us to manage health and safety risk effectively; as we identify the risks associated with the job role tasks, undertaken by the school team, we will also assess the training needs and competencies to undertake the role. If the individual does not already come with the skills required, we will aid them to achieve and maintain them.

Continuous development to support effective H&S Management will be set into 1:1 discussions and annual appraisals.

It is expected that the Head Teacher/Site Manager will hold a Health and Safety Qualification (NEBOSH General Certificate) or have 'competent person' arrangements in place via an external adviser.

Curriculum leads are expected to have health and safety certification reflecting the level of risk associated with their curriculum area. This can be by relevant short courses or a more formal general health and safety qualification. E.g. those involved in cooking with in class would hold a basic food hygiene certificate

Failures to comply with health and safety requirements through performance management and disciplinary processes.
Thomas Willingale School takes Health and Safety seriously and expects all of the staff team, children, contractors and visitors to comply with rules and procedures to aid us to maintain a safe and healthy school.

Where an individual does not comply with the rules or procedures the Head Teacher will investigate the matter and in association with the Governors, decide on sanctions in line with the school's disciplinary procedures.

Wilful damage or miss use of fire equipment e.g. fire extinguishers, alarms etc. will be treated most seriously.

First aid
There is a fully stocked and staffed first aid room on the ground floor. The designated first aiders are responsible managing the room and for stocking the first aid boxes. These are situated:

In the main offices and in the Nursery. There is a portable first aid box for taking on trips
Any injury, however minor, must be reported to a first aider. Only first aiders may access the first aid boxes. First aiders are responsible for recording the incident and assisting in

investigation which will be led by the Site Manager or Head Teacher depending on the nature of the event.

Where children are involved, details of the accident or incident will be shared with the parent or guardian. The My Concerns system will be utilised to record the incident, investigation etc.

Accident and incident records will be reviewed by the Site Manager/Head Teacher and trends or lessons learnt will be used to review rules, procedures and policy.

Communication and consultation of health and safety.
Health and safety aspects should be considered alongside other decision making factors and where changes to policy or process are required these should be consulted/communicated to all concerned – staff, children, parents etc.

The 'all staff' meetings are used by the Head Teacher to convey health and safety information to the team but on a more regular basis the Head Teacher and curriculum leads ensure health and safety is set into the agenda of all meetings.

The Site Manager leads the consultation and communication for the cleaning team and co-ordinates the contractor team e.g. grounds, catering, maintenance.

Consultation and communication are a two-way process and so staff are requested to inform their manager of any health and safety concerns and they, in turn, will discuss with their manager if unable to resolve within their own resources.

Reporting of health and safety incidents, hazards and concerns.
Routine inspections of the classrooms, common areas and grounds are undertaken by the Site Manager. These are attended by a governor on a regular basis.

Please do not wait for an issue to be discovered – if you see something that is not right let the Site Manager know immediately. They will put in place something to make safe and discuss with the Head Teacher any further action to correct longer term.

If the issue is not building related the Head Teacher operates an 'open door' policy and will be happy to discuss any health and safety concern.

Managing Young People on Work Experience Placements
Before a young person begins a work experience placement, the risks to the young person and those they come into contact with must be documented. This will allow the supervisory levels to be set and a supervisor to be identified. The supervisor must be able to work with the young person at all times or have others to delegate the role to when required.

If the young person is under 18 the risk assessment, together with the does and don'ts for the placement period should be shared with the young person and their responsible adult. These should include arrangements for breaks, travel to and from the school.

If the young person is over 18 the risk assessment should concentrate on the time in the school only and rules can be shared with them directly.

In both cases signatures must be obtained.

Safe guarding considerations should be included in the risk assessment. The assessment can be recorded on a standard risk assessment format.

For further information, see http://www.hse.gov.uk/pubns/indg364.pdf

Statutory inspection and maintenance of work equipment, plant and service.
Various tools and equipment are in use throughout the school to aid curriculum studies or to assist in maintaining the school building and grounds.

All tools and equipment must be subject to inspection and maintenance regimes. These are set to reflect the risk of injury. For example: a plug in appliance will have an electrical safety – portable appliance checks (the frequency set according to use) but must also be visually checked before use. Where faults are found, they should be reported to the Site Manager.

Any plug in appliance used on school premises must have a current portable appliance check.

Larger items (e.g. vacuum cleaners and polishers) will also need documented visual checks, completed before use and a formal maintenance regime (which could be completed by the Site Manager or a contractor).

In addition to equipment, electrical circuits, and fixed plant such as water heaters and gas boilers will have a maintenance regime in line with statutory requirements. Inspection of these items is arranged by the Site Manager. An inspection calendar and certificates of inspection are also held by the Site Manager.

For further information on work equipment, see http://www.hse.gov.uk/work-equipment-machinery/puwer.htm

Appendix 8
Stress

Depression and anxiety affect 20% of the working population. When stress leads to absence, the average length of sick leave is 30.1 days. This is ten days longer than the average of any other work related illness. 11 million working days a year are lost to stress, depression and anxiety.

There is also a potential effect to the school in terms of:
a.   Employee commitment to work
b.   Staff performance and productivity
c.   Accidents caused by human error
d.   Staff turnover and intention to leave
e.   Attendance levels
f.   Staff recruitment and retention
g.   Customer satisfaction
h.   Organisational image and reputation
i.   Potential litigation

The HSE expects organisations to carry out suitable and sufficient risk assessments for stress and to take action to tackle any problems identified by the risk assessment. This is based on the requirements of The Management of Health and Safety at Work Regulations 1999 (as amended) and the Health and Safety at Work etc. Act 1974.

To support the risk assessment process the HSE has produced a set of Management Standards for work related stress. The standards help us define the characteristics, or culture – what it looks like when work-related stress is being effectively managed and controlled.

There are six key areas of work design that if not properly managed can be associated with poor health and wellbeing, lower productivity and increased sickness absence:
a.   **Demands** – this includes issues such as workload, work patterns and the work environment
b.   **Control** – how much say the person has in the way they do their work
c.   **Support** – this includes the encouragement, sponsorship and resources provided by the school and its line management and colleagues
d.   **Relationships** – this includes promoting positive working to avoid conflict and dealing with unacceptable behaviour
e.   **Role** – whether people understand their role within the school and whether managers ensures they do not have conflicting roles
f.   **Change** – how changes in the school (large or small) are managed and communicated to everyone within it

Using the Management Standards approach:

a.   Helps simplify risk assessment for work related stress by use of a step by step approach to identify the main risk factors and focus on the underlying causes and prevention

b.   Encourages partnership working to address potential sources of work-related stress within the school

c.   Allows comparison of the school's performance against others using a similar stress gauge

More information on the standards is given later in this section within Appendix A.

Stress can also be the result of job role conflicts as shown in the diagram below:
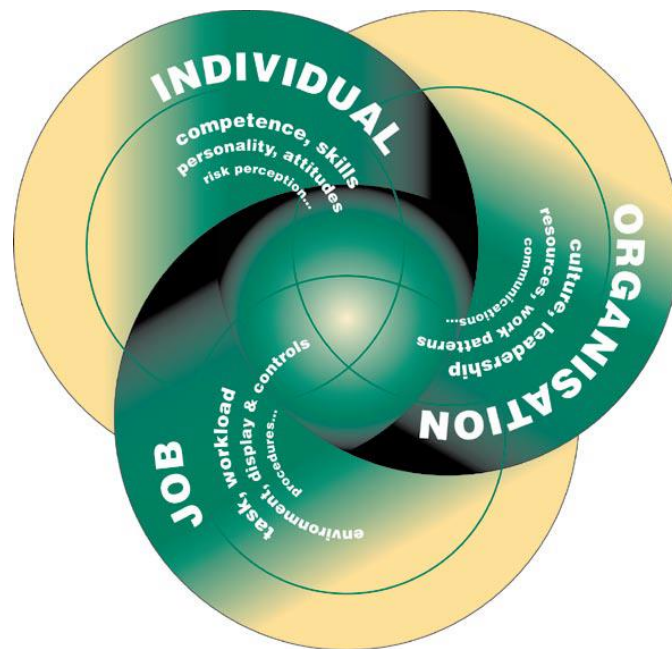
The job - Tasks should be designed in accordance with ergonomic principles to take into account limitations and strengths in human performance. Matching the job to the person will ensure that they are not overloaded and that the most effective contribution to the business results. Physical match includes the design of the whole workplace and working environment. Mental match involves the individual's information and decision-making requirements, as well as their perception of the tasks and risks. Mismatches between job requirements and people's capabilities provide the potential for human error and can be the cause of work based stress.

The individual - People bring to their job personal attitudes, skills, habits and personalities which can be strengths or weaknesses depending on the task demands. Individual characteristics influence behaviour in complex and significant ways. Their effects on task performance may be negative and may not always be mitigated by job design. Some characteristics such as personality are fixed and cannot be changed. Others, such as skills and attitudes, may be changed or enhanced. The wrong person is a job role can cause work based stress.

The organisation - Organisational factors have the greatest influence on individual and group behaviour, yet they are often overlooked during the design of work and during investigation of accidents and incidents. Organisations need to establish their own positive health and safety culture. The culture needs to promote employee involvement and commitment at all levels, emphasising that deviation from

established health and safety standards is not acceptable. Where the employee knows what is expected of them and is supported to achieve it the work based stress levels are usually reduced.

The risk assessment process

The risk assessment needs to be suitable and sufficient and can be based on a standard risk assessment approach:

a.   Identify the risk factors
b.   Decide who might be harmed and how
c.   Evaluate the risks
d.   Record your findings
e.   Monitor and review

To be effective the risk assessment needs to include all the steps above and:

a.   Focus on prevention using across school solutions
b.   Have commitment for all levels of the school from Head Teacher to support staff
c.   Identifies those aspects of work, work planning, environment etc that are known to cause stress
d.   Highlights the extent and nature of any gap between what is currently occurring and good practice as demonstrated in the Management Standards
e.   Involves the whole school by:
   i.   Asking views regularly about good and bad features of the workplace or working practices
   ii.   Seeks suggestions, advice and comment on potential solutions to problems regarding the work processes or the work environment
   iii.   Ensures that people are empowered to contribute and feel that their views are listened to and acted on
   iv.   Communicate outcomes effectively and in a timely manner
f.   Seek to develop and adopt solutions that are reasonably practicable
g.   Provide documentation to show what you have done at each stage of the process and that recommended actions are implemented.

The management standards are designed to become part of the management style.

Risk to individuals

As well as examining the stress risk to the organisation and its effect on teams, there are times when it is necessary to assess the risks to a particular individual.

Even with good organisational stress management it is possible for individual members of the school to begin to have an adverse reaction to excessive pressure or other types of demand placed on them. The stressors may come from work or the home environment or be a combination of both. The net result is that the individual's ability to complete their job role becomes less effective or there is adverse pressure put on their work team.

Managers need to be aware of individual stress indicators and what to do to support the individual. The following are potential indicators of personal stress:

a)   tiredness

b)   eating more or less than usual

c)   taking more smoking breaks or signs of drinking to excess

d)   withdrawn when usually joins in

e)   more indecisive or over anxious

f)   appears not to concentrate or makes small mistakes

g)   starts working longer hours perhaps with little affect

h)   late in/tries to leave early

i)   absent with small ailments on a regular basis

j)   some actions are forgotten – attention to detail slips

k)   expresses feelings of inadequacy

l)   changes in dress style or hygiene standards

m)   irritable or angry – has an issue with small things

It should also be remembered that changing job role or promotion (even if in the same team) without training and support, is one of the prime reasons for individual stress. Where stress can be foreseen, it is essential that the potential is assessed.

If a manager notices a member of their team displaying several of the symptoms listed above it is important that these are discussed in a 1:1 with an aim of identifying the cause of the changes and any support the school can give to the situation. It is important that the manager does not delay the discussion as the situation has the potential to get worse rather than better and will often result in long term sickness absence.

When discussing work related stress:
a)   Make sure enough time is spent clarifying what the problem is. It is important to be as specific as possible, as this will help develop effective solutions
b)   Ask how this area of work activity became a problem? What happened? Has it always been a problem? If not, what has changed?
c)   What would be the way to introduce any changes?
d)   Who would be involved?
e)   How should we monitor progress?
f)   Is the problem a one off?
g)   Is action really required and if changes are to be made how will they make things better?
h)   Try not to decide on too many actions or phase the changes interspersed with review meetings

It should not be assumed that the individual is ill, although prolonged period in stress can produce physical symptoms. An individual stress risk assessment may shed light on the root causes of the symptoms.

The risk assessment should review the Management Standards and any external factors that are causing the individual concern. The assessor will also talk with the manager to establish their views of any concerns raised and what support is already in place. The Management Standards questionnaire can be found at the end of this section.

Training

Managers and staff should be made aware of stress and how the school plans to manage it.

HSE Stress Management Standards

Management Standard	Demonstrated by
Demands – including issues like workload, work patterns, and the work environment: • Employees indicate that they are able to cope with the demands of their jobs • Systems are in place within teams to respond to any individual concerns	• TWS provides employees with adequate and achievable demands in relation to the agreed hours of work • People's skills and abilities are matched to the job demands • Jobs are designed to be within the capabilities of employees • Employees concerns about their work environment are addressed
Control – How much say the person has in the way they do their work • Employees indicate that they are able to have a say about the way they do their work • Systems are in place within teams to respond to any individual concerns	• Where possible, employees have control over their pace of work • Employees are encouraged to use their skills and initiatives to do their work • Where possible employees are encouraged to develop new skills to help them understand new and challenging pieces of work • TWS encourages employees to develop their skills • Employees have a say over when breaks can be taken • Employees are consulted over their work patterns
Support – Includes the encouragement, sponsorship and resources provided by the organisation, line management and colleagues • Employees indicate that they receive adequate information and support from their colleagues and superiors • Systems are in place within teams to respond to any individual concerns	• TWS has policies and procedures to adequately support employees • Systems are in place to enable and encourage manages to support their staff • Systems are in place to enable and encourage employees to support their colleagues • Employees know what support is available and how to access it • Employees know how to access the required resources to do their job • Employees receive regular and constructive feedback
Relationships – Includes promoting positive working to avoid conflict and dealing with unacceptable behaviour • Employees indicate that they are not subjected to unacceptable behaviours e.g. bullying at work • Systems are in place within teams to respond to any individual concerns	• TWS promotes positive behaviours at work to avoid conflict and promote fairness • Employees share information relevant to their work • TWS has agreed policies and procedures to prevent or resolve unacceptable behaviour • Systems are in place to enable and encourage managers to deal with unacceptable behaviour • Systems are in place to enable and encourage employees to report unacceptable behaviour
Role – whether people understand that their role within Wandle and whether managers ensure the person does not have conflicting roles • Employees indicate that they understand their role and responsibilities • Systems are in place within teams to respond to any individual concerns	• TWS ensures that, as far as possible, the different requirements it places upon employees are compatible • TWS provides information to enables employees to understand their role and responsibilities • TWS ensures that, as far as possible, the requirements it places upon employees are clear • Systems are in place to enable employees to raise concerns about any uncertainties or conflicts they have in their role and responsibilities
Change – how Wandle changes (large or small) are managed and communicated to everyone within Wandle • Employees indicate that Wandle engages them frequently when undergoing changes • Systems are in place locally to respond to any individual concerns	• TWS provides employees with timely information to enable them to understand the reasons for proposed changes • TWS ensures adequate employee consultation on changes and provides opportunities for employees to influence proposals • Employees are aware of the probable impact of any changes to their jobs either temporarily or permanently. If necessary, employees are given training to support any changes in their jobs • Employees are aware of timetables for changes and have relevant support during change

Appendix B
The responses below should reflect your work in the last six months:

Question No	Question	Never	Seldom	Sometimes	Often	Always
1	I am clear what is expected of me at work					
2	I can decide when to take a break					
3	Different groups at work demand things from me that are hard to combine					
4	I know how to go about getting my job done					
5	I am subject to personal harassment in the form of unkind words or behaviour					
6	I have unachievable deadlines					
7.	If work gets difficult, my colleagues will help me					
8	I am given supportive feed-back on the work that I do					
9	I have to work very intensively					
10	I have a say in my own work speed					

Question No	Question					
11	I am clear what my duties and responsibilities are					
12	I have to neglect some tasks because I have too much to do					
13	I am clear about the goals and objectives for my department					
14	There is friction or anger between me and my colleagues					
15	I have a choice in deciding how I do my work					

Question No	Question	Never	Seldom	Sometimes	Often	Always
16	I am unable to take sufficient breaks					
17	I understand how my work fits into the overall aim of the organisation					
18	I am under pressure to work long hours					
19	I have a choice to decide what I do at work					
20	I have to work very fast					
21	I am subject to bullying at work					

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
22	I have unrealistic time pressures					
23	I can rely on my line manager to help me out with a work problem					
24	I get help and support I need from my colleagues					
25	I have some say over the way I work					
26	I have sufficient opportunities to question managers about changes at work					
27	I receive the respect at work I deserve from my colleagues					
28	Staff are always consulted about change at work					
29	I can talk to my line manager about something that has upset or annoyed me about work					
30	My work time can be flexible					
31	My colleagues are willing to listen to my work-related problems					

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
32	When changes are made at work, I am clear how they will work out in practice					
33	I am supported through emotionally demanding work					
34	Relationships at work are strained					
35	My line manager encourages me at work					

Appendix C -Management competences for preventing and reducing stress at work

Management Standard and Competency	Examples of positive manager behaviour	Examples of negative manager behaviour
Demands – Managing workload and resources	• Bringing in additional resources to handle workload • Aware of team members ability • Refusing to take on additional work when team is under pressure	• Delegating work unequally in team • Creating unrealistic deadlines • Showing lack of awareness of how much pressure team is under • Asking for tasks without checking workload first
Demands – Dealing with work problems	• Following through problems on behalf of team members • Developing action plans • Breaking problems down into parts • Dealing rationally with problems	• Listening but not resolving problems • Being indecisive about decisions • Not taking problems seriously • Assuming people will sort themselves out
Demands – Process planning and organisation	• Reviewing processes to see if work can be improved • Asking themselves 'could this be done better' • Prioritising future workloads • Working proactively	• Not using consistent process • Sticking too rigidly to rules and procedures • Panicking about deadlines rather than planning
Control - Empowerment	• Trusting team members to do their work • Giving team members responsibility • Steering team members in a decision rather than imposing direction	• Micromanaging • Extending so much authority that team members feel a lack of direction • Imposing own way as the only way
Control – Participative approach	• Provides opportunity to air views • Provides regular team meetings • Prepared to listen to team members • Knows when to consult the team and when to make a decision	• Not listening when help is requested • Presenting a final solution • Making decisions without full facts and without consulting team members
Control - Development	• Encourages staff to go on training courses • Provides mentoring and coaching • Regularly reviews development • Helps team to develop in role	• Refuses requests for training • Not providing upward mobility in job roles • Not allowing new training to be applied
Support – Accessible/visible	• Communicating that employees can talk to them at any time • Happy to work in open plan environment • Making time to talk to team members at their desks – being interested in their work and them as a person	• Being constantly at meetings or away from the desk • Saying 'Don't bother me now' • Not attending lunches or social events
Support – Health and Safety	• Making sure everyone is safe • Conducting risk assessments • Ensuring all health and safety requirements are met	• Not taking health and safety seriously • Questioning the capability of an employee who has raised a safety issue

Management Standard and Competency	Examples of positive manager behaviour	Examples of negative manager behaviour
Support – Feedback	• Praises good work • Acknowledges employees efforts • Operates a no blame culture passing positive feedback about the team to/from senior management	• Not giving credit for hitting deadlines • Seeing feedback as only downwards • Giving feedback that the work is wrong and not acknowledging different ways of achieving the same goal
Support – Individual consideration	• Provides regular 1:1 • Flexible when employee needs time off • Provides information on additional sources of support • Regularly asks 'how are you' and actively listens to the response	• Assuming everyone is Ok • Badgering individual to find out what is wrong • Not giving enough notice of need to work late or early • No consideration of work-life balance
Relationships – Managing conflict	• Listening objectively to both sides of a conflict • Supporting and investigating incidents of abuse • Dealing with conflict head on • Following up on conflicts after resolution	• Not addressing bullying • Trying to keep the peace rather that sort out a problem • Taking sides • Not taking employee complaints seriously
Relationships - Expressing and managing own emotions	• Having a positive approach • Acting calmly when under pressure • Walking away when feeling unable to control emotions • Apologising for poor behaviour	• Passing on stress to team • Acting aggressively • Loosing temper with employees • Being unpredictable in mood
Relationships – Acting with integrity	• Keeping team members issues private and confidential • Admits mistakes • Treats all team members with same importance	• Speaks about employees behind their back • Makes promises then doesn't deliver • Makes personal issues public
Relationships – Friendly style	• Willing to have a laugh and a joke • Socialises with team • Brings in food and drinks for the team • Regularly has informal chats team members	• Criticises team members in front of others • Pulls team members up for laughing and joking during working hours • Uses harsh tone of voice when asking for things
Role and change - Communication	• Keeps team informed of what is happening in the organisation • Communicates clear goals and objectives • Explains exactly what is required	• Keeps people in the dark • Holds meetings excluding people who would normally attend • Doesn't communicate or communicates too late about organisational change
Overall – Taking responsibility	• 'Leading from the front' • Steps in to help when needed • Communicates that 'the buck stops with me' • Deals with difficult customers on behalf of the team	• Saying 'it's not my problem' • Blaming team members when things go wrong • Walking away from problems

Management Standard and Competency	Examples of positive manager behaviour	Examples of negative manager behaviour
Overall – Knowledge of job	• Able to understand individual's situation • Has enough expertise to give good advice • Knows what individuals in the team are doing and can support them in difficult meetings/situations or cover when on leave	• Doesn't have the necessary knowledge to do the job • Doesn't take time to find out about the work of the team
Overall - Empathy	• Takes an interest in individual's personal lives • Aware of different personalities and work styles within the team • Notices when a team member is behaving out of character and quickly attempts to find out why	• Insensitive to people's personal issues • Refuses to believe someone is stressed – views it as weakness • Maintains a distance from 'employees' – us and them
Overall – Seeking advice	• Seeks help from other teams or external organisations when needed • Networks with peers in other housing associations • Seeks support from managers with more experience when needed • Uses HR or health and safety when dealing with personnel issues	• Believes they know it all and will not accept when proved wrong • Shuns support - believes it is a weakness • When team members contact others they are chastised or the information gained is challenged

Appendix 9
Display Screen Equipment

Display Screen Equipment covers desk based workstations, as well as portable equipment in prolonged use such as laptop computers, handheld computers, personal digital assistants etc. The workstation itself is the assembly of equipment including:
- The screen / monitor
- The keyboard
- The mouse (or other input devices)
- The desk
- The chair
- The immediate work environment

Managers are responsible for ensuring that those people who habitually use DSE within their area are identified. This is to include:
- Part time users
- Long term agency users
- Temporary or direct contract users e.g. student teachers
- Home users/teleworkers
- School pupils

and each manager shall:

- Ensure an assessment takes place of the health and safety risks to which persons are exposed, for all workstations of those for whom they are responsible, including mobile display screen equipment e.g. tablet, laptop and smart phone; and is repeated after change of equipment, movement of work station or re-location of user, pregnancy, notification of injury or medical condition etc.

- Take steps to reduce any risks identified in the assessment to the lowest extent reasonably practicable.

- Ensure that DSE assessments are reviewed where there is reason to suspect that it is no longer valid, or there has been significant change in the matters to which it relates, or where the user reports a specific problem.

- Ensure that all workstations and display screens meet the minimum standards as set out in this document and where used by multiple users there is sufficient adjustable equipment to allow all to access the display screen equipment safely.

- Ensure that activities of users are planned to allow periodic interruptions in DSE work. Tasks that require the intensive use of DSE should be broken up frequently by conducting other tasks preferably away from the workstation. This will help to prevent visual, mental and physical fatigue. The recommended frequency for breaks from DSE work are 5 – 10 minutes for every 50 – 60 minutes of continuous screen / keyboard use.

- Ensure existing DSE users and new employees who are to become habitual DSE users are aware of and offered an appropriate eye and eyesight test. Referring to parent or guardian any school pupil who appears to be having difficulty using the screen and working with them to make suitable adjustment where issues have been identified by professional diagnosis.

- Ensure all DSE users are provided with adequate health and safety training in the use of any workstation upon which they may be required to work together with any device they may use whilst working remotely.

- Ensure that users of DSE are provided with adequate information about all aspects of health
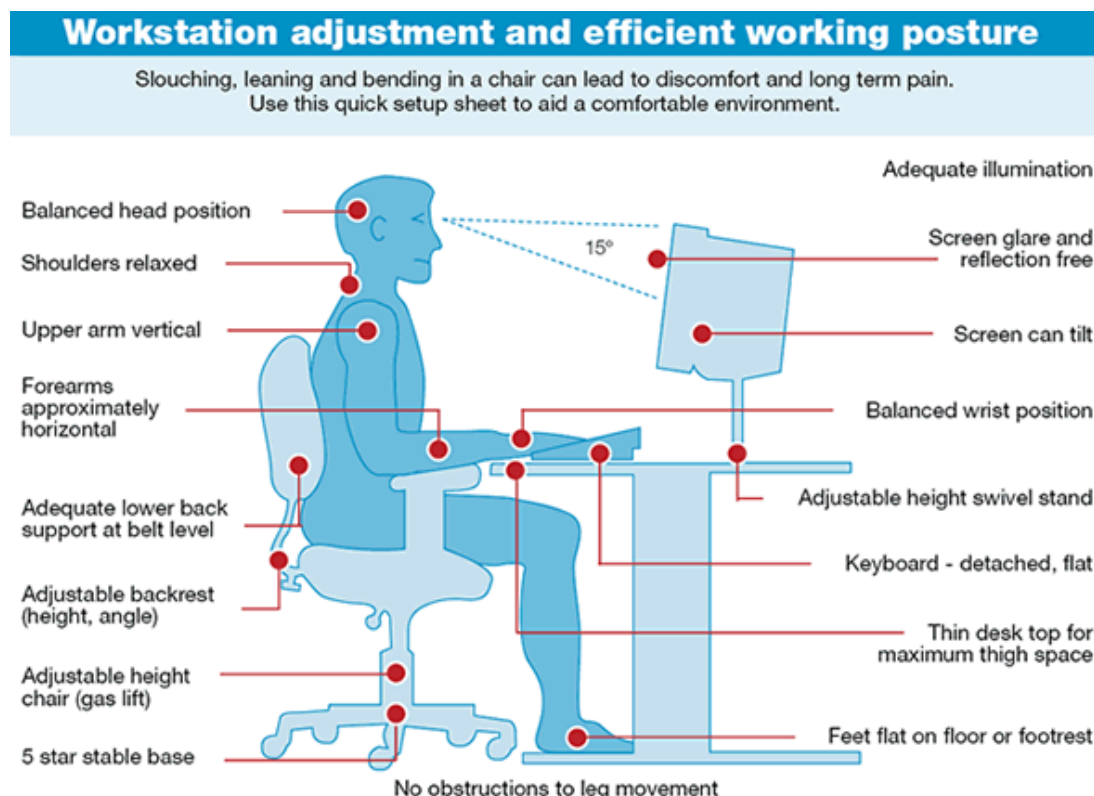
and safety relating to their workstations and measures taken as a result of the risk assessment.

- Assess the risk to users of display screen equipment for such tasks as common part inspections or remote working. Ensuring the user can work effectively, and safely.

- Ensure that remedial actions identified are undertaken and if not possible to achieve without further advice refer to the Site Manager/Head Teacher

Each display screen equipment user shall:
- Actively participate in the assessment
- Act in a safe manner and comply with the findings of DSE assessments. They are to report any ill health that may be due to their DSE work.
- Report any situations which may present a hazard to health as soon as possible to their line managers or the Site Manager.
- Complete an 'Accident/Incident report form in the event of an accident/incident, illness or near miss associated with their DSE workstation.

Reducing risks - The assessment will highlight any particular areas, which may give rise to concern, and these will require further evaluation and corrective action as appropriate. Risks identified in the assessment must be reduced as far as reasonably practicable and as quickly as possible. The diagram below identifies the risk areas and correct adjustments.

Workstation adjustment and efficient working posture

Slouching, leaning and bending in a chair can lead to discomfort and long term pain.
Use this quick setup sheet to aid a comfortable environment.

Balanced head position
Shoulders relaxed
Upper arm vertical
Forearms approximately horizontal
Adequate lower back support at belt level
Adjustable backrest (height, angle)
Adjustable height chair (gas lift)
5 star stable base

Adequate illumination
Screen glare and reflection free
15°
Screen can tilt
Balanced wrist position
Adjustable height swivel stand
Keyboard - detached, flat
Thin desk top for maximum thigh space
Feet flat on floor or footrest

No obstructions to leg movement

Daily work routine of users

Managers and teachers of IT should ensure that activities of users are planned to allow periodical interruptions in DSE work. Whenever possible, jobs at display screens should be designed to consist of a mix of screen based and non-screen-based work to prevent fatigue and to vary visual and mental demands. Where this is not possible, deliberate breaks or pauses must be introduced. The recommended frequency of breaks from DSE work is 5 to 10 minutes in every 50 minutes. Where It is used for teaching the breaks should be set into the lesson planning.

Any activity that would demand broadly similar use of the arms or hands should be avoided during breaks in DSE work. Breaks should:
- Be taken before the onset of fatigue
- Be included in working time
- Allow for changes in posture
- Be taken away from the screen

- Users should, where possible, be allowed some discretion over carrying out their tasks, having individual control over the nature and pace of work allows optimal distribution of effort over the working day. A break from DSE work does not mean stopping work unless it is a part of a normal structured break.

Eyes and eyesight
Any employee of the school who habitually uses DSE including new employees (who will be using DSE) and users experiencing visual difficulties which may be reasonably considered to be caused by work on DSE, are entitled to have an appropriate free eye and eyesight test. This should be arranged with the Secretary to the Head Teacher – see form at the end of this section.

The frequency of repeat testing will vary between individuals according to factors such as age. However, in normal circumstances these tests will be repeated every two years on request.

Corrective appliances - 'Special' corrective appliances (normally spectacles) must be provided for users where normal corrective appliances cannot be used and the result of the eye and eyesight test shows such provision is necessary. Special corrective appliances will be those prescribed to correct vision defects at the viewing distance or distances used specially for the DSE work concerned. The provision of eye and eyesight tests and of special corrective appliances is at the school's expense. The liability for costs is restricted to payment of the cost of a basic appliance i.e. of a type and quality adequate for its function. This is commonly £45. Users who wish to choose costlier appliances (e.g. designer frames), are usually required to contribute the difference.

Training

All DSE users must be provided with adequate health and safety training in the use of any workstation upon which they may be required to work. The following should be covered:
- The user's role in correct and timely detection and recognition of hazards and risks
- A simple explanation of the causes of risk and the mechanisms by which harm may arise
- User initiated actions and procedures which will bring risks under control and to acceptable levels
- Arrangements for solving workstation problems
- Information on the relevant health and safety regulations and their requirements the user's contribution to assessments
- Where to get help and advice and how to report concerns
- This training may be provided via an online interactive DSE assessment and training tool

By using the HSE check list as provided at the end of this section and the users leaflet free to down load from the HSE website the school will cover its obligations. The manager should check understanding and refer any complex situation to DSE leads within the school The manager should also intervene where they see display screen equipment being incorrectly

used and check the reasons with the user and offer support/reassessment.

Information

Users should be provided with the following information:
- The risks from DSE workstations
- The risk assessment and measures taken to reduce the risks
- The facility for breaks from DSE work
- The need for eye and eyesight tests
- Training (to include the correct adjustment of the workstation and associated equipment)
- How to adjust their chair (manufacturer's instructions should be kept for future reference)

The links below provide additional information from the Health and Safety Executive website:
http://www.hse.gov.uk/pubns/indg36.htm   a guide for workstation users

Remediating workstation issues
The majority of workstation assessments and training will allow the user to achieve a comfortable work position without additional assessment or equipment. However, where this is not possible the following actions should be taken. The manager should refer the issues to the in school DSE specialist and monitor progress until the user is able to work comfortably. Actions taken may include:
- **The user cannot get comfortable but their chair, desk and IT equipment are all in working order:** the in school specialist may reassess the person but if they are unable to get comfortable they will refer to an external consultant
- **The user identifies that their equipment is broken** – the Site Manager should be informed and they will seek to have the broken equipment replaced
- **The user has a condition, injury or becomes pregnant** – ensure the assessment is re-run and referral takes place as appropriate.

Base requirements for display screen equipment:
In addition to the points identified in the HSE checklist at the end of this section the following should be consider:
    Portable computers (Laptops):
- New portable computers should be selected with ergonomic features in mind, including:
- As low a weight as possible (e.g. 3kg or less) for the computer and accessories
- As large and clear a screen as possible (e.g. 14'' diagonal or more)
- Detachable or height adjustable screen
- As long a battery life as possible, or extra transformer/cable sets so the user has a set in each main location where the portable is used and so only carries the computer
- Touch pad, roller ball or external mouse rather than 'nipple' track point device
- Wrist pad between keyboard and front edge of portable device
- Lightweight, not easy identified as a mobile computer carrying cases with handles and shoulder straps or lightweight trolley
- Tilt adjustable keyboard
- Facility for attaching external mouse and numeric keyboard e.g. multiple USB ports
- Friction pads to stop computer sliding
- Sufficient memory and speed
- Appropriate docking / downloading facilities

Recommendations on portable device use:

o Laptops should normally only be used for work outside the office unless a docking station (external keyboard and/or external display screen) is provided
o Portables should not be used for long periods when full sized equipment is available
o Keyboards should be placed at the right height for keying
o Manual handling guidelines apply to the carrying of laptops and appropriate cases for carrying should be used
o The screen should be adjusted so that the head is slightly downwards to view it
o The laptops should be placed to avoid glare problems

|	
Request for Eye Test	

The following information is required to obtain an Eye Test funded by the school:

Name	
Department	
Your Email	

To be completed by your line manager	
Is this person a habitual user of Display Screen Equipment? YES/NO **Has a work station assessment been carried out for this person? YES/NO**	
Authorised by:	**Print name:** **Sign:**

PLEASE RETURN THIS FORM together with a receipt for the eye test to the School Business Manager

_____

Display screen equipment (DSE) workstation checklist
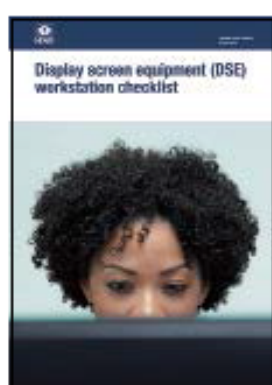
This is a web-friendly version of *Display screen equipment (DSE) workstation checklist* published 05/13

Workstation location and number (if applicable):	....
User:	....
Checklist completed by:	....
Assessment checked by:	....
Any further action needed:	Yes/No
Follow-up action completed on:	....
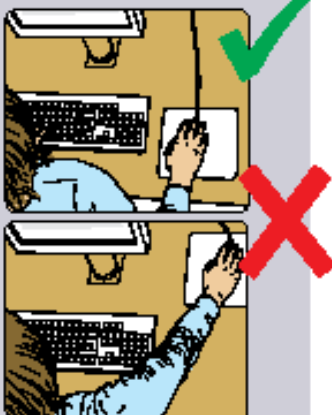
The following checklist can be used to help you complete a risk assessment and comply with the Schedule to the Health and Safety (Display Screen Equipment) Regulations 1992 as amended by the Health and Safety (Miscellaneous Amendments) Regulations 2002.
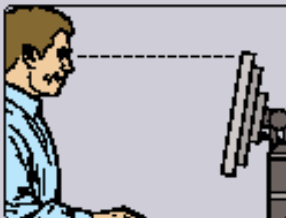
The questions and 'Things to consider' in the checklist cover the requirements of the Schedule. If you can answer 'Yes' in the second column against all the questions, having taken account of the 'Things to consider', you are complying. You will not be able to address some of the questions and 'Things to consider', eg on reflections on the screen, or the user's comfort, until the workstation has been installed. These will be covered in the risk assessment you do once the workstation is installed.

Work through the checklist, ticking either the 'Yes' or 'No' column against each risk factor:

- 'Yes' answers require no further action.
- 'No' answers will require investigation and/or remedial action by the workstation assessor. They should record their decisions in the 'Action to take' column. Assessors should check later that actions have been taken and have resolved the problem.

Remember, the checklist only covers the workstation and work environment. You also need to make sure that risks from other aspects of the work are avoided, eg by giving users health and safety training, and providing for breaks or changes of activity. For more advice on these see *Working with display screen equipment (DSE): A brief guide*.

Risk factors	Tick answer		Things to consider	Action to take
	Yes	No		
2 Mouse, trackball etc				
Is the device suitable for the tasks it is used for?			If the user is having problems, try a different device. The mouse and trackball are general-purpose devices suitable for many tasks, and available in a variety of shapes and sizes. Alternative devices such as touch screens may be better for some tasks (but can be worse for others).	
Is the device positioned close to the user?			Most devices are best placed as close as possible, eg right beside the keyboard. Training may be needed to: - prevent arm overreaching; - encourage users not to leave their hand on the device when it is not being used; - encourage a relaxed arm and straight wrist.	
Is there support for the device user's wrist and forearm?			Support can be gained from, for example, the desk surface or arm of a chair. If not, a separate supporting device may help. The user should be able to find a comfortable working position with the device.	
Does the device work smoothly at a speed that suits the user?			See if cleaning is required (eg of mouse ball and rollers). Check the work surface is suitable. A mouse mat may be needed.	
Can the user easily adjust software settings for speed and accuracy of pointer?			Users may need training in how to adjust device settings.	

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Risk factors	Tick answer		Things to consider	Action to take
	Yes	No		
3 Display screens				
Are the characters clear and readable?			Make sure the screen is clean and cleaning materials are available. Check that the text and background colours work well together.	
Is the text size comfortable to read?			Software settings may need adjusting to change text size.	
Is the image stable, ie free of flicker and jitter?			Try using different screen colours to reduce flicker, eg darker background and lighter text. If there are still problems, get the set-up checked, eg by the equipment supplier.	
Is the screen's specification suitable for its intended use?			For example, intensive graphic work or work requiring fine attention to small details may require large display screens.	
Are the brightness and/or contrast adjustable?			Separate adjustment controls are not essential, provided the user can read the screen easily at all times.	
Does the screen swivel and tilt?			Swivel and tilt need not be built in; you can add a swivel and tilt mechanism. However, you may need to replace the screen if: ■ swivel/tilt is absent or unsatisfactory; ■ work is intensive; and/or ■ the user has problems getting the screen to a comfortable position.	

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Risk factors	Tick answer		Things to consider	Action to take
	Yes	No		
Is the screen free from glare and reflections?			Use a mirror placed in front of the screen to check where reflections are coming from. You might need to move the screen or even the desk and/or shield the screen from the source of the reflections. Screens that use dark characters on a light background are less prone to glare and reflections.	
Are adjustable window coverings provided and in adequate condition?			Check that blinds work. Blinds with vertical slats can be more suitable than horizontal ones. If these measures do not work, consider anti-glare screen filters as a last rssort and seek specialist help.	
4 Software				
Is the software suitable for the task?			Software should help the user carry out the task, minimise stress and be user-friendly. Check users have had appropriate training in using the software. Software should respond quickly and clearly to user input, with adequate feedback, such as clear help messages.	

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Risk factors	Tick answer		Things to consider	Action to take
	Yes	No		
5 Furniture				
Is the work surface large enough for all the necessary equipment, papers etc?			Create more room by moving printers, reference materials etc elsewhere. If necessary, consider providing new power and telecoms sockets, so equipment can be moved. There should be some scope for flexible rearrangement.	
Can the user comfortably reach all the equipment and papers they need to use?			Rearrange equipment, papers etc to bring frequently used things within easy reach. A document holder may be needed, positioned to minimise uncomfortable head and eye movements.	
Are surfaces free from glare and reflection?			Consider mats or blotters to reduce reflections and glare.	
Is the chair suitable? Is the chair stable? Does the chair have a working: ■ seat back height and tilt adjustment? ■ seat height adjustment? ■ castors or glides?			The chair may need repairing or replacing if the user is uncomfortable, or cannot use the adjustment mechanisms.	

Risk factors	Tick answer		Things to consider	Action to take
	Yes	No		
Is the chair adjusted correctly?			The user should be able to carry out their work sitting comfortably. Consider training the user in how to adopt suitable postures while working. The arms of chairs can stop the user getting close enough to use the equipment comfortably. Move any obstructions from under the desk.	
Is the small of the back supported by the chair's backrest?			The user should have a straight back, supported by the chair, with relaxed shoulders.	
Are forearms horizontal and eyes at roughly the same height as the top of the DSE?			Adjust the chair height to get the user's arms in the right position, and then adjust the DSE height, if necessary.	
Are feet flat on the floor, without too much pressure from the seat on the backs of the legs?			If not, a footrest may be needed.	

Risk factors	Tick answer		Things to consider	Action to take
	Yes	No		
6 Environment				
Is there enough room to change position and vary movement?			Space is needed to move, stretch and fidget. Consider reorganising the office layout and check for obstructions. Cables should be tidy and not a trip or snag hazard.	
Is the lighting suitable, eg not too bright or too dim to work comfortably?			Users should be able to control light levels, eg by adjusting window blinds or light switches. Consider shading or repositioning light sources or providing local lighting, eg desk lamps (but make sure lights don't cause glare by reflecting off walls or other surfaces).	
Does the air feel comfortable?			DSE and other equipment may dry the air. Circulate fresh air if possible. Plants may help. Consider a humidifier if discomfort is severe.	
Are levels of heat comfortable?			Can heating be better controlled? More ventilation or air conditioning may be required if there is a lot of electronic equipment in the room. Or, can users be moved away from the heat source?	
Are levels of noise comfortable?			Consider moving sources of noise, eg printers, away from the user. If not, consider soundproofing.	

7 Final questions to users...

- Has the checklist covered all the problems they may have working with their DSE?
- Have they experienced any discomfort or other symptoms which they attribute to working with their DSE?
- Has the user been advised of their entitlement to eye and eyesight testing?
- Does the user take regular breaks working away from DSE?

Write down the details of any problems here:

Items to be ordered	✓	Items to be arranged	✓
Desk light		Blinds for windows	
Document holder		Chair fitting	
Fan		Eye sight test	
Foot rest		Over-head lighting	
Monitor raiser		Program training	
Mouse		To be seen by Health and Safety Consultant	
Mouse mat		To be seen by Occupational Health	
Wrist support		Other	
Other			
Assessor's Comments: Including ACTIONS - by whom and when			
Signature of assessor:			
Signature of user: **Date:**			
Date of completion of corrective actions:			

Further information

Working with display screen equipment (DSE): A brief guide Leaflet INDG36(rev4)
HSE books 2013 www.hse.gov.uk/pubns/indg36.htm

For information about health and safety, or to report inconsistencies or inaccuracies
in this guidance, visit www.hse.gov.uk/. You can view HSE guidance online and
order priced publications from the website. HSE priced publications are also
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First published 2013

ISBN 978 0 7176 6521 1

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This guidance is issued by the Health and Safety Executive. Following the guidance
is not compulsory, unless specifically stated, and you are free to take other action.
But if you do follow the guidance you will normally be doing enough to comply with
the law. Health and safety inspectors seek to secure compliance with the law and
may refer to this guidance.

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Appendix 10
Specialised risk assessments

Pregnant Workers.

In the event of a member of staff becoming pregnant the line manager and Head Teacher should be informed. Pregnancy will place additional risk on the member of staff and the school has a duty to assess this against the person's job role and any equipment they use. Suitable protective measures must be put in place e.g. additional classroom assistance, help with moving items around, avoiding travel to off-site activities.

It is not essential for a separate pregnancy risk assessment to be completed but as with other risk, the assessment should be documented. As a minimum, where IT is a feature of the role, the manager should review the workstation assessment. Assessments linked to pregnancy should be reviewed at frequent intervals.

Documentation should be provided to the school office and placed on the individual's personal file.

For additional information, see http://www.hse.gov.uk/mothers/

Violence prevention and Lone working
Lone working and remote working can be a feature of school life. Lone working being defined as working without supervision - be it completely alone or remotely from other members of the school.

The signing in system allows us to record who is on the premises and when they left and this is a good aid for checking in and out remote working teams such as cleaners. However, it can often be the case that teaching staff choose to come in early, work on after school or come in to the building during times when the school is not operational. In these cases, signing in system should also be used.

The risks associated with lone or remote working in our environment are low because our building is maintained as secure, but there is the still the risk of injury or ill health, fire or other building maintenance related incident. Therefore, as far as possible avoid lone working but if it is essential please ensure someone knows you are in the building and when you are due to leave. This can be a colleague, manager, family member or friend.

Your failure to contact them on leaving should mean they contact the Site Manager or Head Teacher to arrange for the building to be checked – that is why it is so important to use the signing in system and to sign out on leaving.

Where lone working is a regular feature of the working day a documented lone worker risk assessment should be completed – this can follow a standard risk assessment proforma. The risk protection identified should be discussed with the individual and a copy held on their personal file.

The school does not tolerate violent behaviour and where situations do escalate the staff are advised to withdraw and seek help to defuse the situation. If it is suspected that there may be violent situation, additional support is given to the member of the school likely to be under threat.

Manual handling

Manual handling occurs to a greater or lesser extent, across many aspects of school life. Be it setting up a classroom, preparing for a special event in the hall or just teaching the curriculum.

As a general rule try not to lift or carry but if you need to follow the information below:

Think before lifting/handling. Plan the lift. Can handling aids be used? Where is the load going to be placed? Will help be needed with the load? Remove obstructions such as discarded wrapping materials. For a long lift, consider resting the load midway on a table or bench to change grip.

Adopt a stable position. The feet should be apart with one leg slightly forward to maintain balance (alongside the load, if it is on the ground). The worker should be prepared to move their feet during the lift to maintain their stability. Avoid tight clothing or unsuitable footwear, which may make this difficult.

Get a good hold. Where possible, the load should be hugged as close as possible to the body. This may be better than gripping it tightly with hands only.

Start in a good posture. At the start of the lift, slight bending of the back, hips and knees is preferable to fully flexing the back (stooping) or fully flexing the hips and knees (squatting).

Don't flex the back any further while lifting. This can happen if the legs begin to straighten before starting to raise the load.

Keep the load close to the waist. Keep the load close to the body for as long as possible while lifting. Keep the heaviest side of the load next to the body. If a close approach to the load is not possible, try to slide it towards the body before attempting to lift it.

Avoid twisting the back or leaning sideways, especially while the back is bent. Shoulders should be kept level and facing in the same direction as the hips. Turning by moving the feet is better than twisting and lifting at the same time.

Keep the head up when handling. Look ahead, not down at the load, once it has been held securely.

Move smoothly. The load should not be jerked or snatched as this can make it harder to keep control and can increase the risk of injury.

Don't lift or handle more than can be easily managed. There is a difference between what people can lift and what they can safely lift. If in doubt, seek advice or get help.

Put down, then adjust. If precise positioning of the load is necessary, put it down first, then slide it into the desired position.

Where lifting or moving is a regular feature of the working day a documented risk assessment is required – the idea being to remove manual handling as much as possible and where not for devices to be used to aid the lift.

A standard risk assessment form can be used but the following items should be reviewed:

- The task
- The item
- The load
- The carrier
- The environment

The assessment should be completed by the team manager and shared with the Head Teacher.

Assessing occasional risk

There are many non-standard assessments of risk associated with the life of the school e.g. Educational visits, one off events and projects, Curriculum activities and any other areas / activities where it has been identified that there are significant risks.

These and the other items discussed in this appendix can all be recorded using the form on the following page.

Risk assessment should not be feared as it is simply a way of helping you plan an activity.

It is not necessary to calculate the risk level but if you wish to it is based on:

The hazard x the likelihood of it occurring x the severity = the risk level. It is normally scored on a 5x5 matrix.

However, the Health and Safety Executive now promote a simplified form of assessment.

All that really needs to be thought about is:

- What you are planning to do
- Who may be affected by what you do – remember it may just be the person completing the task but potentially anyone within the area or party to the activity
- What the hazards are – and these need to be all the obvious and any you find by research or discussion
- What you are already doing to manage the hazard – keep it from harming or reduce the affect it will have.
- What you could do extra
- Who will do it and by when

When the assessment is complete, you need to share it with those who will be working on the activity and also the Site Manager and Head Teacher, as they oversee all of the school's health and safety.

Risk assessment for …………………… Completed by …………………………….. Date ……………………………..

What are the hazards?	Who might be harmed and how?	What are you already doing?	Do you need to do anything else to control this risk?	Action by who?	Action by when?	Done
Slips and trips	Staff and visitors may be injured if they trip over objects or slip on spillages.	General good housekeeping is carried out. All areas well lit, including stairs. No trailing leads or cables. Staff keep work areas clear, eg no boxes left in walkways, deliveries stored immediately.	Better housekeeping in staff kitchen needed, eg on spills. Arrange for loose carpet tile on second floor to be repaired/replaced.	All staff, supervisor to monitor Manager	From now on xx/xx/xx	xx/xx/xx xx/xx/xx

Appendix 11
Control of substances.
Substances hazardous to health cover a large range of items but in the school they can be grouped into
Chemicals for curriculum activity e.g. paints, glues and varnishes
Chemicals for site maintenance e.g. cleaning, weed killers and vermin control
Water borne diseases e.g. legionella
Asbestos

Chemicals used for curriculum activity should be the mildest version to achieve the affect required. Data sheets for the chemical must be held and the main hazards explained as part of the teaching and prior to the activity taking place. The chemicals must also be stored and disposed of in the way identified on the data sheet. School first aiders must be informed of the chemicals to be used and given a copy of the data sheet as first aid information is given.

Before use, a risk assessment should be completed and shared with the Site Manager and Head Teacher.

Chemicals for site management should be the mildest version to achieve the affect required. Data sheets for the chemical must be held and the main hazards explained to the users before the task is undertaken. The chemicals must also be stored and disposed of in the way identified on the data sheet.

If pesticides and weed killers are to be used specialist training is required.

Water borne substances within the school environment can be mostly confined to the control of legionella. Legionella is a bacterial infection carried in water droplets and can cause pneumonia like illness.

Specialist contractors are used to risk assess the water pipes and tanks and from that a management plan and scheme diagram are set. These should be reviewed every time there are physical changes to the building or the use changes. The management plan includes the Site Manager checking and documenting water temperatures at the point of delivery and the contractor ensuring the system is treated and maintained to ensure it is free of legionella.

The Site Manager has training to allow effective management of legionella.

The records are held centrally.

Asbestos management planning
Asbestos was a widely used strong, fire resistant material used in many buildings until 2000. The latest management survey of our school shows asbestos only to present in the ceiling of the main visitors entrance and the office area. It is important that nothing is pinned to or stuck on the ceilings in this area. The ceilings have been sealed but are inspected regularly by the Site Manager, who has received asbestos awareness training. In the event of damage, the area will be isolated and a specialist contractor will be used to remove the ceilings.

Before any intrusive work is undertaken anywhere in the school, an asbestos refurbishment survey is undertaken and shared with the contractor undertaking the work. If asbestos is found to be present it will be removed by a specialist contractor as part of the works.

Appendix 15
Working at height.

Work at height is any activity undertaken when not standing on the floor or ground. It is important that curriculum staff do not undertake work at height without considering the risks and using suitable height access equipment.

Standing on a desk or a chair is not considered suitable. The Site Manager has ladders or steps to assist height access and can help with the activity.

Step ladders are safe to use in most circumstances but the following should be considered:
- check all four stepladder feet are in contact with the ground and the steps are level;
- only carry light materials and tools;
- don't overreach;
- don't stand and work on the top three steps (including a step forming the very top of the stepladder) unless there is a suitable handhold;
- ensure any locking devices are engaged;
- try to position the stepladder to face the work activity and not side on. However, there are occasions when a risk assessment may show it is safer to work side on, eg in a retail stock room when you can't engage the stepladder locks to work face on because of space restraints in narrow aisles, but you can fully lock it to work side on;
- try to avoid work that imposes a side loading, such as side-on drilling through solid materials (e.g. bricks or concrete); where side-on loadings cannot be avoided, you should prevent the steps from tipping over, e.g. by tying the steps. Otherwise, use a more suitable type of access equipment;
- maintain three points of contact at the working position. This means two feet and one hand, or when both hands need to be free for a brief period, two feet and the body supported by the stepladder

The Site Manager may also a ladder. Further details on Ladders and Step Ladder safety can be found at http://www.hse.gov.uk/Pubns/indg455.pdf

Appendix 16
Control of (health and safety vetting and monitoring) contractors.

Most of our contractors come to us via Essex County Council approved list or are contractors with a long standing relationship with the school.

The contractor's liaison with the school is through the Site Manager and in their absence through the school office.

We will supply existing contractors with any new risk information and where the contractor is new to the school we will ensure they are aware of the risks associated with working in a school environment.

We ask our contractors to ensure their team are aware of safeguarding and hold relevant clearances if the work involves activity during school time and/or in close proximity to the children. However, we endeavour to plan our works outside school hours.

Contractors are asked to use our signing in and out system, so we have a record of who has been on site.

We do not allow contractors to use radios on site

We do not allow contractors to use the same welfare facilities as the children.

We do not allow contractors to talk to the children and endeavour to accompany them when they are on site during school hours.

Any hot works must be completed at least one hour before leaving site.

Longer term projects are carefully managed to allow definite division between contractor and school domains.

Appendix 17
Monitoring compliance with and reviewing effectiveness of health and safety assessments and procedures.

The Head Teacher has overall operational responsibility for the school's health & safety and is assisted by the Site Manager.

The Head Teacher monitors compliance and reports to the Governors about any major incident and periodically about overall health and safety compliance.

The Site Manager has day to day responsibility for health and safety. One day a week is allocated to formal health and safety inspection and monitoring.

A governor accompanies the Site Manager once a month on the Weekly Inspection, as they formally review the inspection and monitoring arrangements.

A daily walkabout of the whole site is undertaken by the Site Manager and any health and safety shortfalls are addressed.

Essex County Council is used to provide a competent person service via on line/telephone support.

A full risk based health and safety review is conducted by an independent consultant every 18 months.

Note: you need to decide the frequencies within this section. You could decide to add the inspection forms to this appendix.

Appendix 18

Here I suggest you set a classroom H&S, corridor management and storage standard.

e.g. what is allowed to be stored in the corridors.
No storage in the boiler room or area around it
Fire exits kept clear particularly in teaching areas

Happy to review once you decide how you wish to manage