



INGLEWOOD COMMUNITY NURSERY & INFANT SCHOOL

HEALTH & SAFETY POLICY

APPROVED BY ¹: Inglewood Infant School Governing Body

Name: J Smith

Position: Chair of Governors

Signed: *J Smith*

Date: 18th October 2016

Date for Review: October 2017

¹ The Employer is free to determine how to implement.

² The Governing Body or Local Authority are free to determine review period.

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
2	Numerous revisions made throughout (highlighted) including reference to revised CCC Accident/Incident Reporting Procedures, as a result of DfE Keeping Children Safe in Education 2015 and Supporting Pupils with Medical Conditions 2014 and revised CDM Regulations 2015.	November 2015

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1. PART 1 - STATEMENT OF HEALTH AND SAFETY POLICY

INGLEWOOD COMMUNITY NURSERY & INFANT SCHOOL

This statement of policy on health and safety at work is made in accordance with section 2(3) of the Health and Safety at Work Etc. Act 1974.

This Statement of Health and Safety Policy is designed to complement Cumbria County Council's Health and Safety Policy Statement and Corporate Procedures and should be read in conjunction with them.

We recognise and accept that the school has a legal and moral duty to provide for the health, safety and wellbeing of all its employees and any other person who may be affected by its activities. We view our health and safety responsibilities as being equally important and complementary to everything else we do and recognise the importance of health and safety objectives in relation to other business and organisational objectives. Health and safety performance is recognised as contributing to school performance generally by helping reduce injury, ill health, unforeseen losses and liabilities and protecting the environment. We are committed to continuous improvement in health and safety performance and will ensure sufficient physical and financial resources are made available to achieve this.

The School identifies health and safety as a primary objective of its activities. To this end, it will endeavour, so far as is reasonably practicable, to conduct its activities without risk to health and safety of its employees and to those who may be affected by its activities. The school will take appropriate steps to:

- safeguard its employees, young persons, pupils, visitors and contractors from injury or ill-health;
- provide and maintain safe and healthy working conditions including a means of access to and egress from places of work under the School's control, which are safe and without risk;
- provide adequate welfare facilities;
- provide sufficient information, instruction, training and supervision to enable employees to avoid hazards and contribute positively to their own safety and health at work and to that of others affected by their acts or omissions and to ensure excellent levels of health and safety are achieved and maintained. Legal compliance in all areas is deemed to be the minimum standard to be attained;
- prevent or contain all forms of loss due to accident, fire or inadequate security.

Suitable risk assessments will be used as a tool throughout the school to ensure that health and safety arrangements are adequate.

Everybody is expected to play a part in health and safety and we recognise that for health and safety management to be successful all parties must be actively involved. People are a key resource and the school recognises the contribution that employees can make to policy implementation. This includes not only employees but also volunteers, contractors, partner organisations and pupils.

To help ensure active involvement of all parties effective communication and consultation arrangements will be established and maintained through Trade Unions where appropriate and through other arrangements such as staff and Governor meetings.

A diagram showing how health and safety is structured in the school is provided within Section 2 (Organisation) of the Health and Safety Policy document.

The Local Authority as employer, has overall responsibility for the school's health and safety performance. The Corporate Health and Safety Team provides professional advice to the school in respect of health, safety and wellbeing matters.

The Governing Body promotes and monitors the execution and effectiveness of this Policy, within the resources made available to them. This is further delegated to the Governors Resources Committee. The designated Governor for Health and Safety and Welfare is Miss Allison Little.

The day-to-day responsibility for all school health, safety and welfare organisation and activity rests with the Head teacher – Miss D Boeckstein.

The School is represented by a trained Health and Safety Coordinator nominated by the Head teacher and empowered to act on their behalf – Mrs D Sharp.

Senior Managers, Deputy/Assistant Head teacher(s), Curriculum Coordinators, Clerical Managers/Supervisors, Kitchen Managers and Site Managers/Janitors have a general responsibility for the application of the school's Health and Safety Policy to their own area of work and are directly responsible to the Head teacher for the application of the health, safety and welfare procedures and arrangements. They are responsible for maintaining high standards of health, safety and welfare within their own areas of work/departments consistent with this safety policy statement. Managers and supervisors throughout the school have responsibility not only for their own health and safety but also for that of employees under their control along with non-employees.

The day to day health and safety of pupils in classrooms, and physical education areas is the responsibility of class teachers.

All employees have a duty under the Health and Safety at Work Act 1974 to take reasonable care for the health and safety of him/herself and of other persons who may be affected by their work, and to co-operate with his/her employer as regards any duty or requirement imposed on the employer under the relevant statutory regulations. All employees are expected to cooperate and to contribute towards meeting excellent health and safety performance in the school.

Whilst adopting excellent health and safety standards is viewed positively and contributes to the overall performance of the school, failure to adopt adequate procedures will be taken seriously. Where required, appropriate disciplinary procedures will be implemented.

In order to ensure we are achieving adequate health and safety standards arrangements will be put into place to monitor performance. These will include audit arrangements and monitoring of accident and work related ill health data. Levels of work related accidents and ill health are deemed to be an indicator of management control and, not necessarily, the fault of individuals.

The School will prepare an Action Plan for health and safety improvement which will be regularly reviewed and where necessary will prepare further written documentation to describe the organisation and arrangements for health and safety to address specific risk areas within the school. Wherever possible we will benchmark our performance against available data and seek to achieve continual improvement in performance.

Health and safety performance will be documented as part of the school's Annual Health & Safety Review.

This statement represents a summary of the school health and safety organisation and arrangements. The detailed organisation and arrangements can be found within Parts 2 (Organisation) and Part 3 (Arrangements) of the school Health and Safety Policy document. This statement and our health and safety arrangements will be made freely available to all interested parties.

This policy statement will be reviewed on an annual basis to ensure it remains up to date.

Signed: _____ (Chair of Governors) Date: _____

Signed: _____ (Head teacher) Date: _____

2. PART 2 - ORGANISATION AND RESPONSIBILITIES

2.1 Management chain for Health & Safety

LA	Governing Body
<u>Level 1</u>	Head teacher
<u>Level 2</u>	Cleaner in Charge
Leadership Team Health & Safety Co-ordinator	
<u>Level 3</u>	Cleaners/Catering Staff/Contractors
Teachers/Non-Teaching Staff	

2.2 How functions are allocated

LEVEL 1

- Take day-to-day responsibility for all health and safety matters in the school.
- Liaise with Governors /LA on policy issues.
- Be a member of school building sub-committee and ensure policy is activated.
- Ensure that problems in implementing the health and safety policy are reported to the L.A.

LEVEL 2

- Review procedures annually.
- Arrange for staff to be informed / trained.
- Check procedures are followed.
- Act on reports from Level 3 within agreed timescale and report problems to Level 1.

LEVEL 3

- Check classroom / work area is safe.
- Check equipment used is safe before use.
- Ensure safe procedures are followed.
- Ensure protective equipment is used.
- Report defects to Level 2.
- Carry out special tasks (e.g. first aid, membership of building sub-committee).

2.3 Planning for Health and Safety

The School Health and Safety Management Plan drawn up by the Head Teacher and Governors each year, identifies various Health and Safety issues. Key dates, personnel and costs are identified in order to meet specific objectives. The plan includes issues such as equipment repairs and maintenance, planned Health and Safety training, safety policy reviews, risk assessments and actions required following audits, inspections and accidents. A copy of the Management/Development plan is available from the Office.

School Health and Safety within the Resources Committee

Inglewood Community Infant School has a Resources Committee that meets once a term to review and assist in reviewing the school's Health and Safety Policy and to ensure safety procedures are implemented throughout the school.

Miss D Boekestein is responsible for Health and Safety in the school and day to day implementation of the policy.

Miss A Little is the member of the Governing Body responsible for Health and Safety. The member of staff and the Governor meet once a term to complete a risk assessment for Health and Safety and report to the school's Resources Committee.

2.4 The Governing Body

The Education Reform Act, 1988 gives Governing Bodies important powers and duties in controlling school budgets and premises and managing schools including health, safety and welfare responsibilities towards employees, pupils and visitors.

In particular, the Governors are responsible for ensuring a Health and Safety Management System is in place within the educational establishment. Such a system will ensure that:

1. a clear written policy statement is created, and that the policy states the organisation and arrangements for implementing both this and the school Policy.
2. they promote and monitor the execution and effectiveness of this Policy, within the resources made available to them, within establishments and operations for which they are responsible.
3. a review of the school's Health and Safety Policy on at least a 2 yearly basis (or more often if the need arises) and a reviewed of performance takes place annually and action on the review's findings, including amending the school Policy, if necessary, takes place.
4. Head teachers of the establishments and operations for which they are responsible are aware of and implement this Policy and that they are aware of their duties and responsibilities under the Health and Safety at Work etc. Act 1974 and its subordinate legislation.
5. specific duties and functions for health, safety and welfare are allocated to individuals who should receive specific, relevant information and training in order to ensure competence.
6. they ensure that all staff within the establishment for which they are responsible are given the opportunity to receive training on health and safety matters as part of a written staff development programme.
7. all premises, plant and equipment at the establishment for which they are responsible are safe and properly maintained.
8. information is displayed throughout the school confirming who has specific duties/functions for health, safety and welfare.
9. everyone is involved in making the Policy work.
10. personnel have sufficient experience, knowledge and training to perform the tasks required of them.
11. they specify who is responsible, and the arrangements for identifying hazards, undertaking risk assessments and implementing appropriate control measures.
12. where resources are required in order to implement specific control measures, priority is given to those hazards presenting the highest risk.
13. everyone has sufficient information about the risks they run and the preventative measures they should take to minimise the risks.
14. there is a visible demonstration of commitment to achieving a high standard of health and safety performance within the School and the development of a positive attitude to health and safety among staff and pupils.
15. health and safety performance is measured by the use of inspections, checks and the recording of accidents.
16. proper documented health and safety objectives are established at each relevant function and level within the establishment and that such objectives are quantified wherever practicable.
17. they consult, in the first instance, with personnel in the Corporate Health and Safety Team OR Kym Allan Health and Safety Consultants Ltd. and those in charge of establishments in resolving any health, safety or welfare problems.
18. they consult with properly appointed Union and non-Union staff representatives on issues relating to their members' health, safety and welfare and communicate with such staff representatives the outcome of any safety audits, inspections and risk assessments which may affect the working conditions and/or practices of staff within the school.
19. they receive and act appropriately upon reports from Head teachers, Children's Services and any other internal or external agencies.

2.5 Head teacher

The day-to-day responsibility for all school health, safety and welfare organisation and activity rests with the Head teacher (**Miss D Boekestein**), who will:

1. implement this Policy within the establishments or undertakings for which they are responsible.
2. assist the Governing Body with the production of an internal Policy document stating the organisational and other arrangements for implementing this Policy.
3. ensure that all members of staff have sufficient information, instruction and training to enable them to effectively carry out their duties and responsibilities as required by this Policy, and the provisions of the Health and Safety at Work, etc. Act 1974 and its subordinate legislation.

4. ensure that newly appointed staff (as part of their Induction Programme), temporary staff and young workers receive sufficient information, instruction and training to enable them to effectively carry out their duties and responsibilities as required by this Policy, and the provisions of the Health and Safety at Work etc. Act 1974 and its subordinate legislation. Particular attention should be paid to staff who are contracted to work within an establishment but who are not directly employed by the school e.g. adult education providers, cleaning, catering and learning support staff.
5. be the focal point for reference on health, safety and welfare matters and give advice or indicate sources of advice. Any health and safety problems for which they are unable to provide a solution should be referred in the first instance to the Governing Body and/or the Corporate Health and Safety Team OR Kym Allan Health and Safety Consultants Ltd.
6. co-ordinate the implementation of the Governor's health, safety and welfare procedures in the school.
7. make clear any duties in respect of health and safety that are delegated to members of staff.
8. stop any practices or the use of any plant, tools, equipment, machinery, etc., he/she considers to be unsafe, until satisfied as to their safety.
9. put in place procedures to monitor the health and safety performance of the school.
10. make, or arrange for risk assessments of the premises and working practices to be undertaken, recorded and reviewed on a regular basis, and ensure that he/she is kept informed of accidents and hazardous situations.
11. put into place and actively monitor, risk assessments and resulting procedures relating to the identification and management of work-related ill-health with specific emphasis on the identification and reduction of work-related stress.
12. to receive and respond positively to health and safety problems reported to them by their staff and to generate co-operation from all employees under their direction.
13. ensure that all accidents are reported (in accordance with LA requirements), investigated and any remedial actions required are taken or requested.
14. ensure that procedures and appropriate contacts with external services are established and are in place for all individuals to follow in the case of situations presenting serious and imminent danger e.g. fire, chemical explosion etc.
15. review from time to time:
 - a) the emergency procedures
 - b) the provision of first aid in the school
 - c) the risk assessments
16. review regularly, the dissemination of health and safety information in the school paying particular attention to newly appointed and temporary staff, volunteer helpers, students and other users of the premises.
17. ensure that all equipment used in the school is adequately maintained and inspected in accordance with the "Provision and Use of Work Equipment" guidance and procedures contained in the departmental Health and Safety Advice Note Manual.
18. report to the Governing Body at least annually on the health and safety performance of the school.
19. co-operate with and provide the necessary facilities for properly appointed Trade Union Safety Representatives.
20. consult, as appropriate, with staff on issues relating to their health, safety and welfare, and communicate the outcome of any safety audits, inspections and risk assessments which may affect the working conditions and/or practices of those staff.
21. ensure that contractors on the site for which they are responsible are made aware of this Policy and the establishment's internal Policy and that health and safety matters are formally discussed at any pre-contract site meetings.
22. ensure, as far as is reasonably practicable, that the health, safety and welfare of pupils/students, visitors and members of the public are safeguarded.

2.6 School Health & Safety Co-Ordinator

The School Health and Safety Co-ordinator (Mrs D Sharp) has been trained in health and safety in order to ensure competence. The School Health and Safety Co-ordinator has the following duties:

1. To co-ordinate and manage the annual risk assessment process for the school, including assessments in order to meet the statutory requirements of the Control of Substances Hazardous to Health (COSHH) Regulations (2002) (as amended), the Manual Handling Operations Regulations (1992, as amended), the Personal Protective Equipment at Work Regulations (1992), the Health and Safety (Display Screen Equipment) Regulations (1992) (as amended), the Noise at Work Regulations (2005), the Control of Asbestos Regulations (2012) etc., and to ensure that where control measures are required, requests for funding are fed into the Management System.

2. To identify and manage via the risk assessment process, a whole school approach to work related ill-health, with a particular focus on stress related absence.
3. To ensure the annual general workplace monitoring inspections are carried out.
4. To make provision for the inspection and maintenance of work equipment throughout the school.
5. To ensure adequate records of the above processes are kept on the school premises
6. To advise the Head teacher on situations or activities which are potentially hazardous to the health, safety and welfare of staff, pupils and visitors.
7. To maintain continuing observations throughout the establishment and make relevant comment to the Head teacher or a member of staff, as appropriate, if any unsatisfactory situation is observed.
8. To ensure that staff are adequately instructed in health, safety and welfare matters in connection with their specific work place and the school generally.
9. To ensure that adequate records are kept of specific health, safety and induction training.
10. To ensure that health and safety advice and information received by the school are disseminated in such a way that all appropriate staff have access to such information.
11. Undertaking any other functions devolved to him/her by the Head teacher or Governing Body.

It is extremely important that co-ordinators are given the required non-contact time in order that they may carry out their duties accordingly.

2.7 Teaching/Non-Teaching Staff Holding Posts/Positions of Special Responsibility

These staff may include Deputy Head teacher(s), Curriculum Co-ordinators, Clerical Managers/ Supervisors and Site Managers/Janitors will:

1. have a general responsibility for the application of the school's Health and Safety Policy to their own area of work and are directly responsible to the Head teacher for the application of the health, safety and welfare procedures and arrangements.
2. establish and maintain safe working procedures including arrangements for ensuring, so far as is reasonably practicable, the absence of risks to health and safety in connection with the use, handling, storage and transport of articles and substances, (e.g. chemicals, boiling water and sharp tools).
3. resolve health, safety and welfare problems members of staff may refer to them, or refer to the Head teacher or Health and Safety Coordinator any problems for which they cannot achieve a satisfactory solution within the resources available to them.
4. carry out regular health and safety risk assessments of the activities for which they are responsible, ensuring that staff involved in such activities are made fully aware of the relevant control measures, and submit reports to the Head teacher or the School Health and Safety Co-ordinator.
5. in accordance with the school policy carry out risk assessments and monitor outcomes in relation to individual cases of work related ill-health as and when these are brought to the manager's attention or are identified in individual members of staff.
6. carry out regular inspections of their areas of responsibility to ensure that equipment, furniture and activities are safe and record these inspections where required.
7. ensure that all staff under their control are familiar with national and local guidance and Safety Advice Notes, if issued, for their area of work.
8. ensure, so far as is reasonably practicable, the provision of sufficient information, instruction, training and supervision to enable other employees and pupils to avoid hazards and contribute positively to their own health and safety.
9. where appropriate, ensure relevant advice and guidance on health and safety matters is sought either from National Governing Bodies of particular subjects, the Corporate Health and Safety Team OR Kym Allan Health and Safety Consultants Ltd. and Officers of the LA.
10. investigate any accidents that occur within their sphere of responsibility, ensuring that the appropriate recording and reporting procedures are followed.
11. prepare an annual report for the Head teacher on the health and safety performance of his/her area of responsibility.

2.8 Special Obligations of Class Teachers

The health and safety of pupils in classrooms, and physical education areas is the responsibility of class teachers. If for any reason, a teacher considers he/she cannot accept this responsibility, he/she could discuss the matter with the Head teacher or Health and Safety Coordinator before allowing work to take place.

All employees have a duty under the Health and Safety at Work Act 1974 to take reasonable care for the health and safety of him/herself and of other persons who may be affected by their work, and to co-operate with his/her employer as regards any duty or requirement imposed on the employer under the relevant statutory regulations.

Class teachers are expected to:

1. exercise effective supervision of the pupils and to know the emergency procedures in respect of fire, first aid and other emergencies, and to carry them out.
2. follow the particular health and safety measures to be adopted in their own teaching areas as laid down in the relevant National Guidelines or Safety Advice Note, if issued, and to ensure that they are applied.
3. give clear oral and written instructions and warnings to pupils as often as necessary.
4. follow safe working procedures personally.
5. require the use of protective clothing and guards where necessary.
6. make recommendations to their Head teacher or Health and Safety Coordinator on health and safety equipment and on additions or necessary improvements to plant, tools, equipment or machinery.
7. integrate all relevant aspects of safety into the teaching process and, if necessary, give special lessons on health and safety.
8. avoid introducing personal items of equipment (electrical or mechanical) into the school without prior authorisation.
9. report all accidents, defects and dangerous occurrences to their Head teacher or Line Manager.
10. report any situations which are causing or are likely to cause work related ill-health (e.g. stress) and work with Senior Managers to bring about a successful resolution to issues raised.

2.9 School Health and Safety Representatives

The Governing Body and Head teacher recognise the role of Health and Safety Representatives appointed by a recognised trade union or by staff. Health and Safety Representatives will be allowed reasonable opportunities to investigate accidents and potential hazards, pursue employee complaints and carry out school inspections within directed time. They are also entitled to certain information, for example, about accidents, and to paid time off to train for and carry out their health and safety functions. They are not part of the management structure (unless officially invited to be so) and are not carrying out the duties on behalf of the Head teacher or Governing Body.

2.10 Obligations of All Employees

Notwithstanding any specific duties that may have been delegated to them, all employees must:

1. make themselves familiar with the contents of this Policy.
2. keep up-to-date with all current safety requirements and/or safety advice that affects their particular area of work, and seek competent advice if required.
3. comply with any control measures put in place as a result of Risk Assessments carried out within the educational establishment.
4. act in the course of their employment with due care for the health, safety and welfare of themselves, other employees and other persons.
5. observe all instructions on health and safety issued by the LA, School or any other person delegated to be responsible for a relevant aspect of health and safety.
6. take heed of any instruction and/or training received on the use of equipment, machinery, dangerous substance or safety device.
7. use and maintain correctly, in accordance with any instruction and/or training received, all personal protective equipment issued.
8. report every accident, injury and, where appropriate, near miss using the agreed procedures and the appropriate documentation.
9. co-operate with other persons to enable them to carry out their health and safety responsibilities and/or statutory duties.
10. inform their Line Manager of any shortcomings they consider to be in the School's health and safety arrangements.
11. exercise good standards of housekeeping and cleanliness.
12. know and apply the procedures in respect of fire, first aid and other emergencies.
13. co-operate with the appointed Trade Union Health and Safety Representative and the Enforcement Officers of the Health and Safety Executive.

All employees who authorise work to be undertaken or authorise the purchase of equipment will ensure that the health and safety implications of such work or purchase are considered.

Employees entrusted with responsibilities for specific aspects of health, safety and welfare must satisfy themselves that those responsibilities, as appropriate, are reassigned in their absence. Such re-assignments must be approved by the employee's immediate superior.

Failure to exercise reasonable care for the safety of oneself, fellow employees or members of the public; to co-operate with the Department on health and safety matters; or the misuse of safety equipment provided may justify disciplinary action being taken against the employee concerned.

2.11 Pupils

Pupils, in accordance with their age and aptitude, are expected to:

1. exercise personal responsibility for the health and safety of themselves and others.
2. observe standards of dress consistent with safety and/or hygiene.
3. observe all the health and safety rules of the school and in particular the instructions of staff given in an emergency.
4. use and not wilfully misuse, neglect or interfere with things provided for his/her health and safety.

2.12 Contractors, Visitors and Other Users of the Premises

Contractors, visitors and other users of the premises should be required to observe the health, safety and welfare rules of the school. In particular, parents and other volunteers helping out in school, including those associated in self-help schemes should be made aware of the health and safety policy applicable to them by the teacher to whom they are assigned.

Where the school buildings are let/rented out to other users, those users should be informed of, and familiarise themselves with, emergency evacuation and accident reporting procedures. These should form part of the school Lettings Policy/Conditions of Hire.

2.13 Health and Safety Assistance

Without detracting from the primary responsibility of the LA, governors and staff for ensuring safe conditions of work, and in compliance with the Management of Health and Safety at Work Regulations 1999, the School will provide or secure, competent assistance in applying the provisions of health and safety law where it is necessary to assist management in that task.

The Corporate Health and Safety Team, Safer and Stronger Communities **AND** Kym Allan Health and Safety Consultants Ltd. will be available to provide such competent assistance.

Corporate H&S Team:

Corporate Health and Safety Team Carlisle East Community Fire Station Eastern Way Carlisle Cumbria, CA1 3RA		
	General Office Tel No.	01228 221616
	Fax No.	01228 226291
Name	Title	Contact Number
Julian Stainton	Senior Health, Safety & Wellbeing Manager	07500 227793
Matthew Ellis	Outdoor Learning & Education Visits Advisor	07971 446229
Sharon McCubbin	Health, Safety and Wellbeing Manager – Lead Advisor for Children's Services and Schools	07825 340570
Joy Telford	Health, Safety and Wellbeing Manager – Lead Advisor Health and Care Services	07800 627901
Stephen Clarke	Health, Safety and Wellbeing Advisor	07876 257506

Name	Title	Contact Number
Gillian Huntington	Health, Safety and Wellbeing Advisor	07976 288014
Judy Hutchinson	Assistant Health, Safety and Wellbeing Advisor LA Radiation Protection Officer	07825 340473
Trevor Delap	HSE Manager – Environment, Highways, Construction and Fire	07787 888745
Melanie Dowdell	Construction HSE Advisor	07824 473128
Ian Skillen	Fire Safety Advisor	07500 577008
Lynette Hamilton	Health and Safety Administrator	01228 221616
Becky Jefferson	Health and Safety Administrative Assistant	01228 221616
Rachael Gillgrass	Health and Safety Administrative Assistant	01228 221616

Emails: name.surname@cumbria.gov.uk OR healthandsafety@cumbria.gov.uk
Out of Hours Emergency Pager: 07699 113300 (ask for pager no. 786440)

Kym Allan Health and Safety Consultants Ltd. (KAHSC):

Kym Allan Health & Safety Consultants Ltd.		Office Tel:	01228 210152
3-4 Citadel Row		Fax:	01228 210153
Carlisle		Out of Hours Emergencies:	07663 707276
Cumbria			
CA3 8SQ			

Name	Title	Mobile	Email
Kym Allan	Director	07909 484449	kym@kymallanhsc.co.uk
Helen Blamire	Safeguarding, Health & Safety Adviser	07949 604266	helen.blamire@kymallanhsc.co.uk
Penny Gosling	Safeguarding, Health & Safety Adviser	07717 887543	penny.gosling@kymallanhsc.co.uk
Julie Smithson	Safeguarding, Health & Safety Administrator	07725 335977	julie.smithson@kymallanhsc.co.uk
Barbara Ross	Health & Safety (Property) Adviser	07710 982606	barbara.ross@kymallanhsc.co.uk
Gordon Hastings	Health & Safety Adviser		gordon.hastings@kymallanhsc.co.uk

2.14 Further Assistance and guidance can be sought from:

Cumbria and Lancashire Public Health England Centre (PHE)

1st Floor
York House,
Ackhurst Business Park
Foxhole Road
Chorley
PR7 1NY

Tel: 0344 225 0562 – Press 2 for Cumbria Fax: 01257 246451

Health and Safety Executive HSE & EMAS (Employment Medical Advisory Service)

Redgrave Court
Merton Road
Bootle
Merseyside
L20 7HS

Tel: 0151 951 4000

Duty Officer for Major Incidents: Tel: 0151 922 9235

General Enquiries: Tel: 0300 003 1747

RIDDOR Reporting: Tel: 0345 300 9923

Environment Agency

Incident Hotline: 0800 807060

Floodline: 0345 988 1188

2.15 Those with Specific Health & Safety Responsibilities in School

- The Health and Safety Co-ordinator is Mrs D Sharp
- The Health and Safety Governor is Miss A Little
- The person responsible for identifying training needs and arranging for all necessary training is Mrs S Dawson and Miss D Boekestein
- The Governing Body (or other sub-committee) will undertake health and safety inspections within school on an annual basis
- The person(s) responsible for undertaking accident investigations is Miss D Boekestein
- The person responsible for ensuring that all persons working in school undergo suitable recruitment and vetting checks is Miss D Boekestein
- The person responsible for maintaining the Ladder Register is Miss A Little
- All class teachers and teaching assistants have a basic first aid qualification or awaiting training
- Paediatric First Aiders are Miss G Tye, Miss C Mitchell, Mrs B Pattinson, Miss L Woods, Miss S Cook, Mrs Armiger, Miss S Hodgson, Miss L Riley, Mrs A Grieve, Mrs S Sproat, Miss N Park, Mrs W Leighton, Miss S Walker, Miss K Adams, Mrs Y Gibson, Miss C Harrington, Mrs S Dawson
- Miss K Adams is responsible for ensuring first aid boxes remain stocked
- The Responsible Person for Fire Safety is Miss D Boekestein
- The Fire Safety Manager (person in charge in an emergency) is Miss D Boekestein; in her absence this is Miss A Little.
- Class teachers/TA's are nominated Fire Wardens. There is 1 nominated in each unit (yellow jacket). Mrs A Grieve, Miss C Ivison (EYFS) Mrs Leighton (Year 1) Mrs Baxter (Year 2).
- Miss A Little and FTS are responsible for testing/checking the fire alarm/emergency lighting/fire extinguishers etc. and maintaining the Fire Log Book
- The person(s) responsible for undertaking Risk and COSHH Assessments is Miss D Boekestein although all staff should be involved in this process
- Person Responsible for maintaining defect report book and ensuring defects are repaired, replaced removed etc. is Clerical Assistant – Miss A Little
- Person responsible for arranging all necessary equipment/services repairs, maintenance and routine servicing is Clerical Assistant – Miss A Little
- The nominated Educational Visits Co-ordinator are Miss D Boekestein and Mrs K Clarke
- Person responsible for regularly checking PE and outdoor play equipment is Clerical Assistant – Miss A Little
- Person responsible for Security and checking of external lighting is the Cleaner in Charge.

2.16 Other Related Policies

This policy should be read in conjunction with other related school policies and procedures including:

- Overarching Safeguarding Statement
- Child Protection Policy
- Recruitment Selection and Pre-Employment Vetting Policy and procedures including the Single Central Record
- E-Safety/Acceptable Internet Use Policy
- Whole School Behaviour Policy including procedures for preventing and dealing with Bullying and Racism etc.
- Positive Handling, Support and Physical Intervention Procedures
- Sex Education Policy
- Single Equality Information/Objectives
- Guidance on the Use of Photographic Images
- School Drug Policy
- Supporting Pupils at School with Medical Conditions Policy and Procedures
- Intimate Care Procedures
- Educational Visits Procedures (including procedures for assessing risks)
- Attendance Arrangements
- Data Protection Policy
- Special Educational Needs Policy
- Missing Child Procedures
- Emergency Plan(s)
- Risk Assessments (inc. Fire Safety)
- Premises Management including Security Measures (Formal Inspections and Buildings Register)

- Accessibility Plan
- Home School Agreement
- Lettings Arrangements

3. PART 3 - ARRANGEMENTS/PROCEDURES

3.1 Consultation and Communication with Employees

References

Safety Representatives and Safety Committee Regulations 1977
Health and Safety (Consultation with Employees) Regulations 1996
Safety Signs and Signals Regulations 1996
Management of Health and Safety at Work Regulations 1999
Safety Advice Note (G)29
CCC Safety Procedures 1 & 3

Procedures

Information/Advice

Information and/or advice on matters relating to the health, safety and welfare of employees will be circulated via staff meetings unless it is of immediate importance to any individual employee or group of employees. Health and Safety will be a standard item on the agenda for all staff meetings held in school.

Individual employees may make representation to any member of the Management Team on any issue concerning hazards and risks to their or anyone else's health, safety or welfare.

Health and Safety Policy Document

The Health and Safety Policy document will be circulated to all staff. Staff will then be required to signify that they have read and understood the Policy and in particular the arrangements for ensuring that the detail of the general Policy statement is met.

Additions and alterations to the Policy, which is a working document, will be forwarded to staff via their Line Manager. Any issues or concerns can be raised at that time, either with the Head teacher or with a member of the Health and Safety Committee.

Risk Assessment

See Section 3.2 on 'Risk Assessments'.

Consultation with recognised Union and Non-Union Health and Safety Representatives

The School will recognise, co-operate and consult with any Trade Union or Non Trade Union established Health and Safety Committee and properly appointed Health and Safety Representative, to enable them to fulfil their statutory functions.

Safety Signs & Notices

Where a risk assessment indicates that, having adopted all appropriate precautions, risks cannot be adequately controlled except by the provision of appropriate safety signs, then such signs will be provided.

Appropriate signs will be displayed and will be easy to follow; The Health and Safety Law poster is displayed in the staff room and corridor into the dining room.

Co-Ordination

Where the School shares premises with another organisation or employer, whether permanently or temporarily, arrangements and procedures shall be adopted to ensure that all concerned are able to comply with their statutory health and safety duties. The School will ensure that arrangements are made to co-ordinate the activities of its own employees and those of outside agencies working on school premises, such as contractors, cleaning/catering staff, maintenance personnel and private hirers.

3.2 Risk Assessments

References

Health and Safety at Work etc. Act 1974

Management of Health and Safety at Work Regulations 1999
The Control of Asbestos Regulations 2012
The Control of Substances Hazardous to Health Regulations 2002 (as amended)
The Health and Safety (Display Screen Equipment) Regulations 1992 (as amended 2002)
The Manual Handling Operations Regulations 1992 (as amended 2002)
The Control of Noise at Work Regulations 2005
The Personal Protective Equipment at Work Regulations 1992
The Work at Height Regulations 2005
The Provision and Use of Work Equipment Regulations 1998
The Regulatory Reform (Fire Safety) Order 2005
SAN(G)9
SAN(G)13
SAN(G)19
SAN(G)24
KAHSC General Safety Series G25 – Provision and Use of Work Equipment
KAHSC General Safety Series G28 – Control of Substances Hazardous to Health
KAHSC General Safety Series G32 - Noise
KAHSC General Safety Series G35 – Fire Safety Management
KAHSC General Safety Series G37 – Personal Protective Equipment
CCC Safety Procedures 15, 15a, 15b

Procedures

In order to comply with our duties under the Health and Safety at Work Act, 1974 and Regulation 3 of the Management of Health and Safety at Work Regulations 1999, Inglewood Community Nursery & Infant School will assess the risks our employees and others are exposed to by their work activities. The Management Regulations require a general risk assessment of all risks in the workplace. They require us to look at all hazards and assess them accordingly.

Other Relevant Legislation

The following pieces of legislation also require risk assessment of specific hazards (list not exhaustive):

- The Control of Asbestos Regulations 2012
- The Control of Substances Hazardous to Health Regulations 2002 (as amended)
- The Health and Safety (Display Screen Equipment) Regulations 1992 (as amended 2002)
- The Manual Handling Operations Regulations 1992 (as amended 2002)
- The Control of Noise at Work Regulations 2005
- The Personal Protective Equipment at Work Regulations 1992
- The Work at Height Regulations 2005
- The Provision and Use of Work Equipment Regulations 1998
- The Regulatory Reform (Fire Safety) Order 2005

Where the general risk assessment required under the Management of Health and Safety of Work Regulations identifies a risk from a hazard which is legislated for specifically by one of the above sets of Regulations, then an assessment will be carried out in accordance with the specific Regulations. For example, whilst carrying out a general risk assessment in a workplace, it becomes obvious that persons are being subjected to risks from manual handling activities, such activities will be assessed in accordance with the Manual Handling Operations Regulations 1992 (amended 2002).

Risk assessments relating to known hazards within the School will be undertaken. Generic Primary School Risk Assessments for many day to day site, admin and curricular activities are available to download from the School Portal. These will be adapted and personalised to reflect the actual activities within school.

Although the Head teacher will be responsible for coordinating the completion of risk assessments, all staff within school will be involved in the risk assessment process. Risk assessments will be working documents, their effectiveness monitored and reviewed following any significant changes or when they are no longer valid e.g. following accidents or near misses, the introduction of new equipment or systems of working, legislative changes etc. Risk assessments do NOT need to be re-written each year, but DO need to be monitored and checked to ensure they remain valid, and revised if there have been any changes. Staff are made aware of any changes to risk assessments relating to their work through staff meetings. Completed risk assessments are made available for staff to view and are held centrally in the school office.

Additional risk assessments may be required for other specialist activities or areas where there is risk in school, and again, these will be conducted when necessary and reviewed regularly. Again model and pro-forma risk assessments are available to download from the School Portal.

Specific risk assessments relating to individuals, e.g. staff member or young person/pupil are held on the individual's personal file and will be undertaken by the Head teacher.

It is the responsibility of staff to inform their line manager of any medical condition or pregnancy which may impact upon their work so that risk assessments can be undertaken where there is significant risk. Individual employees may make representation to any member of the Management Team on any issue concerning hazards and risks to their or anyone else's health, safety or welfare.

For information relating to risk assessments and Educational Visits / Learning Outside the Classroom, reference should be made to the school Educational Visits Procedures.

3.3 Defect Identification and Reporting

References

Workplace (Health, Safety and Welfare) Regulations 1992
Management of Health and Safety at Work Regulations 1999
[Compliance Monitoring in Council Buildings - revised December 2014](#)
CCC Safety Procedures No. 11

Procedures

The Defect file is on the computer of Miss A Little.

If you identify a hazard such as defects to equipment, furniture and minor defects to doors, floors, walls etc. or an unsafe system of work you should report it in the first instance to the Secretary and/or Health and Safety Coordinator and Head teacher.

You should take steps to isolate the equipment or work area in question, and to warn others of the hazard by posting warning notices.

A Risk Assessment is carried out once per half term by the Health and Safety Co-ordinator and Health and Safety Governor. Any concerns are logged and attended to by the Cleaner in Charge or other work forces if necessary.

Where funds are not immediately available, the defective the equipment or work area in question will be taken out of service and this will be added to the Annual Health and Safety Management/School Development Plan for action when funds become available. This will also become an agenda item at the next Governors / Sub Committee Meeting.

3.4 Recording, Reporting and Investigating of Adverse Events (Accidents and Incidents)

References:

Reporting of Injuries, Diseases and Dangerous Occurrences Regulations, 2013
HSG245. Investigating accidents and incidents:
INDG453(Rev1)
EDIS1. Incident reporting in schools
Health and Safety (First Aid) Regulations 1981
HSC ACOP 42 First Aid at Work
DfE Statutory Framework for Early Years Foundation Stage -2014
The Childcare Register (General Childcare Register) Regulations 2008
Safety Advice Note (G)03
KAHSC General Safety Series G01 – Managing Violence in Schools
CCC Safety Procedures No. 6

Procedures

The Head teacher/Health and Safety Co-ordinator is responsible for ensuring that the rules governing reporting of accidents, violence to staff in the course of their work, work related diseases and dangerous occurrences are made known to all new employees/volunteers during their induction training.

RECORDING AND REPORTING

a) Accidents Involving Pupils

As soon as possible after an incident, the details should be reported to the office.

Minor incidents to pupils, i.e. those resulting in no / insignificant injury **AND** having no potential for more significant injury. e.g. Playground collision requiring no or only nominal first aid treatment etc. will be recorded in the Pupil Accident Book held in the staff room.

Where the following criteria is fulfilled:

- All serious injuries involving pupils
- Pupils removed from the scene and taken to hospital for treatment
- Serious head injuries (minor head injuries are exempt) i.e. where pupil is taken to hospital or medical advice is sought or advised
- Where fault can be assigned i.e. lack of supervision, faulty equipment, frayed carpets etc.
- Any incidents of violence or aggression including verbal abuse

the new CCC Accident/Incident Reporting Form should be completed (electronically or by hand) and a copy forwarded to the Corporate Health and Safety Team by email: (healthandsafety@cumbria.gov.uk), Fax (01228 226291) or 1st Class Post (Corporate Health & Safety Team, Carlisle East Community Fire Station, Eastern Way, Durranshill, Carlisle, CA1 3RA), as quickly as possible (usually within 7 days) for upload to their central database (ICASS).

The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) place duties on employers to report serious incidents to the Health and Safety Executive (HSE). The responsibility for reporting such incidents is delegated to the Head teacher via the Corporate Health and Safety Team.

Injuries to members of the public, including pupils where they are taken from the scene of an accident to hospital for treatment **and** the accident arose in connection with 'work activities' are reportable under RIDDOR. In these instances, a telephone report must be made **immediately** to the Corporate Health and Safety Team Tel: 01228 227169 (or as soon as possible if outside of normal office hours). *The essential test here is whether the accident was caused by factors such as the condition, design or maintenance of the premises or equipment (e.g. slippery flooring, poorly maintained play equipment, trailing cable etc.) or as a result of inadequate arrangements for supervision of an activity (e.g. inadequate supervisory levels on a field trip).*

Many of the common incidents that cause injuries to pupils at school are **not** reportable under RIDDOR as they do not arise directly from the way that the school undertakes a work activity.

Sporting activities have a residual risk and injuries to pupils within PE arising from the 'normal' contact nature of a sport are not automatically reportable under RIDDOR. Examples of reportable incidents would include:

- the condition of the premises or sports equipment being a factor in the incident, for example a pupil slips and fractures an arm because a member of staff had used the wrong polish and left the sports hall floor too slippery for sports; or
- there was inadequate supervision to prevent an incident, or failings in the organisation and management of an event e.g. a pupil's arm being struck by a trampoline whilst folding the equipment away and member of staff was not actively involved.

The Corporate Health and Safety Team will notify the HSE on school's behalf of any incidents that are reportable under RIDDOR. It is important therefore that the Corporate Health and Safety Team be contacted direct by telephone as soon as possible (Tel: 01228 221616). The **new CCC Accident/Incident Reporting Form** should then be forwarded to the Corporate Health and Safety Team within 7 days of the accident.

Parents will be informed about all injuries/accidents to children and of any first aid given. In line with the Statutory Framework for Early Years and Foundation Stage, we will inform parents of any accidents or injuries sustained by any EYFS children whilst in our care and of any first aid treatment that was given. 'Bump Head letters' are sent home with pupils following any accident involving head injuries.

Violent incidents between pupils will be dealt with in accordance with the Whole School Behaviour Policy and do not need to be reported to the Corporate Health and Safety Team unless serious in nature i.e. severity of injury, police involvement etc. although we can record them using the new CCC Accident/Incident Reporting Form for statistical purposes and to analyse patterns or trends.

EYFS ONLY – Reporting to Ofsted and Local Child Protection Agencies

Refer to relevant section below for details.

b) Accidents Involving Employees

The Official Social Security Accident Book (BI 510) which is compliant with the Data Protection Act must be completed for all incidents/accidents involving employees. The entry in the accident book can be made either by the injured person or by their line manager. The Official Accident Book is held in the office. After each entry is made, the page should be torn out, passed to Miss A Little, a copy given to the injured person and the original filed in a secure and confidential location in line with the Data Protection Act.

For all accidents/incidents involving employees the new CCC Accident/Incident Reporting Form should be completed (electronically or by hand) and a copy forwarded to the Corporate Health and Safety Team as for pupils as quickly as possible (usually within 7 days) for upload to their central database (ICASS). The person who has sustained the injury must NOT complete the Accident/Incident form. The form must be completed by the Line Manager and signed by the Head teacher.

Under RIDDOR, any accidents to staff which result in:

- Fatality
- Specified Injuries
- Over seven-day absence
- Reportable occupational diseases

are reportable to the HSE. The responsibility for reporting such incidents is delegated to the Head teacher via the Corporate Health and Safety Team as procedures above for pupils. The Corporate Health and Safety Team will notify the HSE on school's behalf of any incidents that are RIDDOR reportable.

Although Over 3 Day Injuries/Absence are no longer reportable to the HSE under RIDDOR, we must still keep a record of all over three day injuries to comply with EU law – completion of the LA accident/ incident forms and the keeping of local records within on-site accident books will be sufficient.

c) Accidents Involving Contractors and the Self-Employed

The Official Social Security Accident Book must be completed just as it would be for school employees.

Accidents/incidents involving **contractors** working on school premises are normally reportable by their employers. Contractors could be, e.g. builders, maintenance staff, cleaners or catering staff. It is important, however, that school staff are made aware of any accident, incident or ill-health in the event that the resulting injury/ill-health or incident was as a result of something which the school is responsible for. E.g. electric shock in the kitchen as a result of faulty mains wiring; exposure to asbestos where the school staff failed to inform the contractors of its presence etc. Information provided to contractors regardless of whether they work in the school on a permanent or temporary basis should include the need to report accidents or incidents to the school representative.

If a **self-employed contractor** is working in school premises and they suffer a specified injury, or an over-seven-day injury, the person in control of the premises will be the responsible person and as such, the information should be recorded on the new CCC Accident/Incident Form and a copy forwarded to the Corporate Health and Safety Team for onward reporting to the HSE.

d) Accidents/ Incidents Involving Members of the Public (Other Than Pupils) Including Volunteers

The Official Social Security Accident Book must be completed just as it would be for employees, the self-employed and contractors.

For all accidents/incidents involving members of the public/volunteers, the new CCC Accident/Incident Form should be completed and a copy forwarded to the Corporate Health and Safety Team.

Injuries to members of the public or volunteers where they are taken from the scene of an accident to hospital for treatment **and** the accident arose in connection with 'work activities' are reportable to the HSE under RIDDOR. In these instances, a telephone report must be made **immediately** to the Corporate Health and Safety Team Tel: 01228 221616 (or as soon as possible if outside of normal office hours).

The responsibility for reporting such incidents is delegated to the Head teacher via the Corporate Health and Safety Team who will notify the HSE on school's behalf of any incidents that are reportable under RIDDOR.

e) Violent Incidents

Employees are reminded that all incidents of aggression, threat or actual violence that takes place either at work or as a direct result of their work, must be reported to their Line Manager. The Governors take these matters very seriously and any evidence of problems will result in a review to seek better methods of elimination and control.

Violent incidents towards staff by other staff, pupils or members of the public will be dealt with in accordance with the Whole School Behaviour Policy. All incidents of aggression, threat or actual violence are to be recorded in the same manner as 'accidents' and dealt with in the first instance by the Line Manager. Further guidance can be found in General Safety Series G01 on the KAHSC website and the Whole School Behaviour Policy.

Physical or verbal violence to staff will be reported to the Corporate Health and Safety Team using the new CCC Accident/Incident Reporting Form.

The Health and Safety Executive's definition of work related violence is 'any incident in which a person is abused, threatened or assaulted in circumstances relating to their work'. There may be circumstances where such incidents take place out of normal working hours. Staff should be encouraged to report such incidents as if they were at work.

Guidance on assessing the risks of violence at work is contained in General Safety Series G01 on the KAHSC website.

f) Near Misses

It is important to record near misses when/if the information becomes available. Staff and students should be encouraged to report near misses since, theoretically, such incidents could, in the future, result in a major injury if appropriate control measures are not introduced to prevent a more serious incident occurring. The new CCC Near Miss Report Form should be used for this purpose and is available for schools to download from the schools portal. A copy should be forwarded to the Corporate Health and Safety Team as it would be for Accidents.

g) Dangerous Occurrences

An incident with the potential to cause injury to a person and/or damage to equipment, property and premises which must be reported to the HSE. This includes situations such as the accidental release of substances which may damage the health of any person (e.g. Asbestos) and electrical short circuits or overload causing fire or explosion. Details can be found in Safety Advice Note (G)03. For any dangerous occurrences the new CCC Accident/Incident Reporting Form should be completed and a copy forwarded to the Corporate Health and Safety Team within 7 days.

The responsibility for reporting dangerous occurrences is delegated to the Head teacher via the Corporate Health and Safety Team who will notify the HSE on school's behalf of any incidents that are reportable under RIDDOR.

h) Occupational Ill-Health and Notifiable Diseases

Where an employee considers the ill-health to be work related, or if this is confirmed by an Occupational Health Specialist or other professional medical practitioner, the new CCC Accident/Incident Reporting Form should be completed and a copy forwarded to the Corporate Health and Safety Team within 7 days.

Where the work related ill health results in a Notifiable Occupational Disease (refer to Safety Advice Note (G)03), these incidents will be reportable to the HSE. As previous, the Corporate Health and Safety Team will be responsible for reporting all notifiable diseases to the HSE on our behalf.

REPORTING TO OFSTED AND LOCAL CHILD PROTECTION AGENCIES

Our Early Years Provision is not registered with Ofsted separately from the school so is not on the Early Years Register and therefore there is no legal requirement for us to notify Ofsted or our local Child Protection Agency of any serious accidents, injuries or deaths which occur in relation to the childcare we provide.

ACCIDENT INVESTIGATION

All adverse events will require at least a minimal investigation. However prior to that taking place there are other priority steps to take:

- Take prompt emergency action (e.g. first aid)
- Make the area safe (in some cases this may need to be done first)
- Preserve the scene.

Depending on the seriousness of the event it may be necessary to contact the Health and Safety Team on 01228 221616. Outside office hours a pager system is in operation and the answerphone will give details of the out of hours emergency contact details.

The investigation that takes place should identify what went wrong, and determine what steps must be taken to prevent the same adverse event/accident from happening again. In general, adverse events should be investigated and analysed as soon as possible, and at the latest must be commenced within 4 weeks of the adverse event occurring.

Any investigation that takes place should be in proportion to the event that has occurred, involving the workforce and management, as appropriate. It should capture the circumstances surrounding the accident or incident which should be recorded immediately. Appendix 1 in Safety Advice Note SAN(G)03 gives guidance on allocating the appropriate level of investigation. These are categorised as Minimal, Low, Medium and High Level. The level determines the extent and involvement of various parties in the investigation process.

The majority of adverse events that are likely to occur will fall into Minimal or Low Level requiring minimal investigation with the outcomes noted on the internal accident/incident or near miss reporting form/appropriate section of the LA's ICASS database.

An adverse event that falls into the Medium or High investigation level will generally be supported by the Corporate Health and Safety Team and advice should be sought for assistance where required. The CCC Adverse Event Report and Investigation Form (found in CCC Safety Procedures No. 6 should be used in these circumstances.

ADVERSE EVENT DATA ANALYSIS

The Corporate Health & Safety Team provide a template Accident and Incident Analysis data form for schools to populate with local data which can be presented to governing bodies as a termly or annual report. This is available to download from the school portal. The team itself utilise the Local Authorities ICASS database to produce statistical analysis and graphical presentation of adverse event data. This data is available and provided for various reports and safety forums throughout the authority. Schools can contact the Team to request statistical reports for accident data they have submitted.

Data can be used to benchmark performance over time, within each school setting.

The HSE guide [HSG 245](#) 'Investigating Accidents and incidents' provides further details of a systematic approach to accident investigation as does Safety Advice Note SAN(G)03 and CCC Safety Procedure No. 6 on the portal.

RETENTION OF DOCUMENTS

a) Staff, Volunteers, Visitors, Members of the Public, Contractors, Self-Employed

In line with the Information and Records Management Society (IRMS) [Records Management Toolkit for Schools](#), the official accident book pages should be kept for 7 years from the date of the incident. Each page will be removed from the Accident Book and kept in a secure place. A copy may be taken for the individual's personal file. Therefore we will retain accident records (in any format) for a minimum of 7 years. These documents will be clearly marked and stored in such a way to prevent accidental use or loss.

All documents will be archived accordingly and stored in the office. After the minimum record retention period has passed, we will destroy / delete the records concerned in line with the IRMS Records Management Toolkit for Schools.

b) Pupils

Pupils can, and do, make civil claims of negligence against the County Council / employer (Insured) up to 3 years after their 18th birthday should their parents fail to claim compensation for injuries received whilst the pupil was a minor. Therefore, in line with the IRMS Records Management Toolkit for Schools, we will retain accident records (in any format) from the date of birth of the child plus 25 years. These documents will be clearly marked and stored in such a way to prevent accidental use or loss.

All documents will be archived accordingly and stored in the office. After the minimum record retention period has passed, we will destroy / delete the records concerned in line with the IRMS Records Management Toolkit for Schools.

3.5 First Aid

References

H&S (First Aid) Regulations 1981
HSC ACOP 42 First Aid at Work
Safety Advice Note (G)02
Safety Advice Note (G)03
Safety Advice Note (M)01
KAHSC General Safety Series G02
KAHSC Medical Safety Series M01 – Supporting Pupils at School with Medical Conditions
DfE Statutory Framework for Early Years Foundation Stage -2014
H&S (First Aid) Regulations 1981
HSC ACOP 42 First Aid at Work

Procedures

The policy for Inglewood Community Nursery & Infant School is to prevent accidents wherever possible. However, it is recognised that there is a need in educational establishments to provide facilities and arrangements for first aid should an accident occur.

FIRST AID PROVISION:

All our EY teachers in the 2-3 setting hold a paediatric first aid certificate which will be refreshed every 3 years. The majority of lunchtime staff also hold a paediatric first aid certificate.

First Aid posters are clearly visible around the school which include names of those who are first aiders, their extension number and the nearest first aid kit.

Based on our risk assessment, First Aid Provision at for Inglewood Community Nursery & Infant School is supplied as follows:

Paediatric First Aiders

At Inglewood Infant School we have 17 number of Paediatric First Aiders. Catherine Mitchell, Gemma Tye, Brenda Pattinson, Pam Armiger, Sammie Cook, Laura Woods, Aimee Grieve, Claire Ivison, Steph Sproat, Sarah Hodgson, Leanne Riley, Wendy Leighton, Karen Adams, Sonya Walker, Claire Harrington, Yvonne Gibson, Stephanie Dawson

Training / Annual Skills Update

Training for ALL First Aid personnel is arranged by Mrs S Dawson who is responsible for ensuring that recertification training is arranged where necessary before existing certificates expire and ensuring that new persons are trained should first aiders leave.

First Aiders and Emergency First Aiders in the Workplace complete a three hour annual basic skills update in line with HSE Recommendations

FIRST AID EQUIPMENT AND FACILITIES:

First Aid Boxes

These are located in each year group area and staff room and contain as a minimum:

Item	Quantity
Card giving general first aid guidance	1
Sterile, adhesive dressings, individually wrapped (assorted sizes)	20
Medium sized (approximately 12cm x 12cm) individually wrapped unmedicated wound dressings	6
Large (approximately 18cm x 18cm) sterile individually wrapped unmedicated wound dressings	2
Individually wrapped triangular bandages (preferably sterile)	4
Safety pins	6
Sterile eye pads	2
Disposable gloves – It is recommended that Latex gloves including powder free are no longer used for first aid purposes. As an alternative, vinyl gloves may be used	2 pairs

If at any time these articles are missing or stocks are running low, please inform **Miss K Adams** so that replacements can be made available for when they are needed. Miss S Hodgson is responsible for stocking first aid containers and ensuring all stock past its expiry date is discarded and replaced.

With regard to specific first-aid items which should/should not be used in schools, the following advice is strongly recommended:

Item	Advice
Cotton wool	Should never be used dry as fibres can become trapped in the wound causing infection. When used damp with soap and water, it can be a general wound cleaner.
Adhesive Dressings e.g. Elastoplast ^T	Can cause blisters on those allergic to it. Ask the pupil if his/her parents use plasters at home on the child's cuts etc. In most circumstances, even a small child will know. If in any doubt, use a bandage or dressing. Hypo-allergenic plasters are available from medical suppliers.
Antiseptic Creams	Do not use antiseptic creams or lotions. Some can cause allergic reaction. Soap and water is the simplest and most effective cleaner. Alcohol-free antiseptic wipes may be used in the absence of soap and running water e.g. on an off-site visit.
Aspirin	Should not be administered. Any prescribed medication e.g. tablets/medicine which a child may be required to have, must be administered by authorised staff only on the written instruction of the parent/guardian. Pupils who suffer from severe migraine or severe period pains may be given paracetamol based medication following written/verbal consent from the parent/guardian. For further information, see DfE Supporting Pupils with Medical Conditions . A record should be kept of all medication administered.
Scissors	Generally it is good practice to keep a pair of scissors (preferably 'tuff cut' type with moulded ends to prevent damage to skin) in the first aid kit. These can be used to cut dressings or remove clothing in an emergency to expose a severe or life threatening wound.
Tweezers	It would be good practice to keep disposable plastic tweezers in your first aid kit. These could be used for removing grit and dirt from minor wounds or for removing minor splinters from hands/skin.
Alcohol-free moist cleansing wipes	These can be used to clean minor wounds in the absence of soap and water or on completion of washing prior to applying a plaster or non-adherent dressing.

Travelling First Aid Kits

These are available for off site activities and are stocked appropriately for the circumstances in which they are to be used. Travel first aid kits are kept in minibuses or other such vehicles. The group leader for each off-site visit is responsible for ensuring the following is included:

Item	Recommended Quantity
Card giving general first aid guidance	1
Individually wrapped sterile adhesive dressings	6
Large sterile unmedicated dressing	1
Triangular bandage	2
Safety pins	2
Individually wrapped moist cleaning wipes	1 pkt
Disposable vinyl gloves	2 pairs

Playground Packs/Bum Bags

These have been introduced for use in the playground by supervising staff/midday supervisors and are a suitable quick alternative to taking a pupil with a minor injury into school, thus reducing the staff pupil ratio outside.

- Disposable vinyl gloves
- Pack of tissues
- Polythene bag (for disposal of used material) – can also be used to store wet cotton wool.

The packs are to be used for the treatment of minor first aid only. In the case of a more serious accident, a qualified first aider must be contacted.

Medical Accommodation

In accordance with the School Premises Regulations 2012, suitable accommodation is provided in order to cater for the medical and therapy needs of pupils (staff room), including accommodation for:

- the medical examination and treatment of pupils; and
- the short term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility.

The accommodation provided may be used for other purposes (apart from teaching) however it is always readily available to be used for the purposes above.

GENERAL FIRST AID PROCEDURES AND RECORD KEEPING:

- First aid must be administered by ADULTS ONLY, i.e. teaching staff, non-teaching assistants, senior midday supervisor and assistant supervisors. Pupils are not permitted to give first aid.
- Minor bumps can be treated with ice packs or a cold water compress.
- Minor cuts or grazes can be washed with clean water.
- If a dressing is required a first aider must be consulted.
- Parents will be informed about all injuries/accidents to children and of any first aid given. In line with the Statutory Framework for Early Years and Foundation Stage, we will inform parents of any accidents or injuries sustained by any EYFS children whilst in our care and of any first aid treatment that was given.
- Parents will be informed about all bumps to the head in writing using the standard 'Bump Head Letter'.
- Teachers should use their professional judgement when reporting to parents in the cases of minor injuries.
- The person on duty must inform the class teacher/Head teacher of any accident that has occurred on duty.
- A certificated first aider must check any pupil that causes concern and in all cases to the bumps on the head (if possible two first aiders).
- If there are concerns, the parents/carers must be informed and the pupil sent home. If they are not available, a member of staff to take the pupil to A&E – see 'Transport to Hospital' below.
- All staff should take precautions to avoid infection and must follow [Standard Infection Control Precautions \[http://www.nhsprofessionals.nhs.uk/download/comms/cg1_nhsp_standard_infection_control_precautions_v3.pdf\]\(http://www.nhsprofessionals.nhs.uk/download/comms/cg1_nhsp_standard_infection_control_precautions_v3.pdf\)](http://www.nhsprofessionals.nhs.uk/download/comms/cg1_nhsp_standard_infection_control_precautions_v3.pdf). Staff must wear single-use disposable gloves and make use of hand washing facilities, and should take care when dealing with blood or other body fluids and disposing of dressings or equipment. In any event, it is good practice to ensure that individuals treating colleagues/pupils ensure that their own cuts/grazes are covered to reduce the risk of transmission of infection.

School will keep a record of any first-aid treatment given by first-aiders and appointed persons. In line with the Statutory Framework for Early Years and Foundation Stage we will keep a record of accidents AND first aid treatment given to EYFS children. This will include:

- the date, time and place of the incident;

- the name (and class) of the injured or ill person;
- details of the injury/illness and what first-aid was given;
- what happened to the person immediately afterwards (for example went home, resumed normal duties, went back to class, went to hospital);
- name and signature of the first-aider or person dealing with the incident.

EYFS ONLY – Reporting to Ofsted and Local Child Protection Agencies

Refer to our Accident Procedures above for details.

Managing Medicines (Supporting Pupils at School with Medical Conditions)

All medication will be administered to pupils in accordance with the DfE document 'Supporting Pupils at School with Medical Conditions' and the school's own Policy and Procedures for Supporting Pupils at School with Medical Conditions held separately to this Policy.

Individual Health care plans are in place for those pupils with complex or chronic/ongoing medical conditions. These plans are reviewed at least annually (or more frequently as necessary) and written precautions / procedures made available to staff. Plans are held in red folder in the Staff room and displayed in the staffroom on a notice board.

Staff undergo general awareness training in relation to the school's policy and procedures for Supporting Pupils at School with Medical Conditions and specific training related to health conditions of pupils and administration of medicines (by a health professional as appropriate).

It is imperative that details of pupils with food allergies are adequately communicated to school meal providers (whether this be in-house catering teams, contracted catering teams or external providers), food technology teachers and wrap around care providers e.g. breakfast and after school clubs.

Blood Borne Viruses (BBVs)

The following guidelines apply irrespective of whether a virus is known to be present or not as they represent sound first aid procedures.

Within the workplace, BBVs are mainly transmitted by direct exposure to blood or other body fluids contaminated with infected blood. Direct exposure can happen through accidental contamination by a sharp instrument such as a needle or broken glass. Infected blood may also spread through contamination of open wounds, skin abrasions, skin damaged due to a condition such as eczema or through splashes to the eyes, nose or mouth.

Managing the risk:

For first aiders in the workplace, the risk of being infected with a BBV while carrying out their duties is small. There has been no recorded case of HIV or hepatitis B virus being passed on during mouth-to-mouth resuscitation and therefore the procedure should not be withheld in a life saving emergency.

All First aiders are advised to follow the following precautions to reduce the risk of infection:

- cover any cuts and abrasions on their skin with a waterproof dressing;
- wear suitable disposable gloves when dealing with blood or any other body fluids;
- use suitable eye protection and a disposable plastic apron where splashing is possible;
- use devices such as face shields when giving mouth-to-mouth resuscitation (but only if trained to use them);
- hands should be washed before and after administering first aid;

It is not normally necessary for first aiders in the workplace to be immunised against hepatitis B virus unless the risk assessment indicates that it is appropriate; immunisation is not available for other BBVs.

Action after possible infection with a BBV:

If contamination with blood or other body fluids does occur, the following action should be taken without delay:

- wash splashes off your skin with soap and running water;
- if your skin is broken, encourage the wound to bleed, do not suck the wound – rinse thoroughly under running water;
- wash out splashes in your eyes using tap water or an eye wash bottle, and your nose or mouth with plenty of tap water – do not swallow the water;
- record the source of contamination;

- report the incident to your line manager as appropriate;
- prompt medical advice is important. Treatment might be appropriate but to be effective, it may need to be started quickly and therefore contact should be made with the nearest Accident and Emergency department without delay.

See guidance on Blood Borne Viruses in Safety Advice Note SAN(M)6 and the HSE [HSE - Blood Borne Viruses in the Workplace document](#) for further guidance.

Decontamination / Disposal of waste:

It is possible for HIV and hepatitis B virus to remain infectious in dried and liquid blood for a considerable time and if materials become contaminated with blood or body fluids, they will require decontamination in a way that is designed to inactivate BBVs, mainly by using heat or chemical disinfection, or safe disposal. We have a procedure for dealing with spillages and other forms of contamination and staff have been made familiar with it:

- disposable plastic gloves must be worn and paper towels used when mopping up blood or body fluids. These should be sealed in plastic bags and safely disposed of in line with local waste disposal arrangements;
- clothing may be cleaned in a washing machine using the hot cycle (min 60° C);
- surfaces and re-usable personal protective equipment (e.g. eye protection) should be wiped down/cleaned with a solution of a suitable disinfectant.

Head Injuries

Injuries to the head need to be treated with particular care. Any evidence of following symptoms may indicate serious injury and an ambulance be called.

- unconsciousness, or lack of full consciousness (i.e. difficulty keeping eyes open);
- confusion
- strange or unusual behaviour – such as sudden aggression
- any problems with memory;
- persistent Headache;
- disorientation, double vision, slurred speech or other malfunction of the senses;
- nausea and vomiting;
- unequal pupil size;
- pale yellow fluid or watery blood coming from ears or nose;
- bleeding from scalp that cannot quickly be stopped;
- loss of balance;
- loss of feeling in any part of body;
- general weakness;
- seizure or fit.

Where young people receive a head injury their parents/carers should be informed. In the case of pupils, this should be done immediately by telephone if symptoms described above occur. For more minor bumps etc. the parent should be informed when they collect the child or by sending a standard 'Bump Head' letter home with the child as appropriate. Visible 'bumped head' stickers are also supplied to aid in informing parents.

NHS direct recommends that the person who is injured should sit quietly for the first 2 hours after the injury and be monitored for the next 48 hrs.

See guidance on Head Injuries in KAHSC Medical Safety Series M07 for further guidance.

Dental Emergencies

Dental emergencies are likely to fall into two categories:

- The child who attends school with dental pain or sepsis, or develops either of these during the time s/he is at school;
- Injuries to the teeth and mouth which occur during school hours.

Where a child attends school with dental pain or sepsis, the Head teacher (or nominated person) should firstly endeavour to contact the parent/carer to establish whether they have taken, or will be taking, appropriate action. The Community Dental Service will always try to help a child who is a dental emergency, but it should be noted that treatment is not normally possible unless parental consent has been obtained.

In cases of dental accident at school, such as teeth being fractured or knocked out, the Head teacher (or nominated person) should again endeavour to contact the parent/carer to ascertain whether there is a family dentist a child can attend. If it is not possible to contact parents, or if we need to obtain advice on how best to proceed, we should ring the Local Community Dentist.

In any cases where teeth are fractured, every effort should be made to find missing teeth or parts of teeth. On no account should anyone attempt to put back in a child's mouth a tooth or part of a tooth. These should be stored immediately in fresh milk or water and taken quickly to the dentist for professional advice.

Transporting Injured Pupils

Emergencies:

If it is deemed to be an "emergency" or an otherwise serious injury, paramedics or an ambulance will be summoned to the school/location of the accident/incident. If there is any doubt about the seriousness of an injury, the Head teachers or person in charge will not hesitate to call an ambulance. The use of a school employees' or other persons' private vehicle to take the pupil to hospital should not be used in these circumstances.

The emergency contacts procedure for the injured pupil will also be activated with the parent(s)/carer(s) being advised to either come to the school or go direct to a specified hospital. Where the parent(s)/carer(s) is/are able to accompany the pupil in the ambulance, school employees will not usually need to be further involved. If however the parent(s)/carer(s) will be meeting the pupil at hospital, a school employee will need to accompany the pupil in the ambulance and arrangements made for the employee to be able to return to school once the pupil is in the care of the parent(s)/carer(s). Pupils should not be left unaccompanied at the hospital and therefore the school employee may have a protracted wait for the arrival of the parent(s) / carer(s).

Care will be taken to identify those pupils whose religion may conflict with emergency medical treatment.

Site Access for Emergency Services

Access to the school site for ambulances etc. should be available without delay. Where access is restricted for security reasons, the procedures for summoning an ambulance will include a designated person to open the gates etc. Allison Little.

In some circumstances it may be decided by the ambulance service that the "air ambulance" is required to transport a casualty to hospital and, where feasible, that landing within the school grounds is desirable. It will be the responsibility of the helicopter pilot to determine the safety aspects of any given landing site (atmospheric conditions, adjacent buildings, overhead cables, trees, people on the ground etc) and the ambulance crew on the ground would direct other aspects of the situation.

Non-Emergencies

In less serious situations where paramedics or an ambulance is not required but it is considered that a visit to hospital or other medical facility is still needed, we will contact the pupils' parent(s)/carer(s) to inform them of the situation and request that they arrange to collect their child from school and transport them accordingly. This is the recommended method.

Use of Staff Vehicles

However, if the parent(s)/carer(s) do not have access to private transport and a taxi is not appropriate or available, the Head teacher has the discretion to arrange for a school employee to take the injured pupil (and their parent/carer) to the nearest hospital or other medical facility in the employees' vehicle but a number of factors will be considered before agreeing to this method:

- the personal safety of the employee;
- the condition of the injured pupil and whether it is likely to deteriorate during the journey;
- weather/road conditions at the time;
- whether adequate staffing cover for the employee is available within the school or at the incident location;
- whether the employees' car is insured for business use;
- condition/road-worthiness of the employees' vehicle.

No school employee should transport a pupil to hospital without another appropriate adult in the vehicle to care for the child. A mileage allowance will be payable from the school budget.

Use of a Taxi

If a taxi is used, a member of staff must accompany a pupil. The cost may be claimed from the school account (petty cash). Use of a taxi would require only one member of staff. The taxi could be used in circumstances to take a pupil home where the parent/carer does not have transport or for dental emergencies.

Handing over the Responsibility for an Injured Pupil to the Parent:

Initially it is the Head teacher or Manager's responsibility to endeavour to contact the parent/carer of an injured pupil to make arrangements for the necessary treatment.

If the parent/carer cannot be reached, it is the responsibility of the Head teacher or Manager to make appropriate arrangements and to contact the parent/carer at the earliest possible time. Until that has been done, the Head teacher or Manager is responsible for the pupil. It should not be left to the hospital, doctor or police to notify the parents, although they may wish to do so.

The responsibility for deciding whether medical treatment, such as an operation is required must be a decision for the medical staff involved. However, if it has not been possible to contact the parent/carer, the medical staff may seek the consent of the teacher acting 'in loco parentis'. Although there can be no hard and fast rules about the line that the teacher should take in this situation, it is extremely unlikely that a parent/carer would succeed in any legal action against a teacher who has consented to a pupil being treated.

It occasionally happens that a pupil can be delivered to his/her parent/carer, but that the parent/carer is not in a position to seek immediate treatment. For example, a mother may have a young baby whom she cannot leave and could be distressed if suddenly asked to cope on her own. Head teachers and Managers are, therefore asked to satisfy themselves that the parent/carer can take over the responsibility for the pupil before returning to the school.

3.6 Disease/Infection Control

References

Cumbria and Lancashire Public Health England (PHE) Centre
Safety Advice Note (M)6

Procedures

If a child is absent through illness, it is the responsibility of the parents to inform the school of the reasons for absence. If no contact is made by 10.00am the school will contact the parents. (Parents will be aware of the school's protocols for absence reporting),

If doubt is expressed regarding a child's health during school hours, parents are contacted and requested to take the child home or to seek medical advice and a request that information be relayed to the school as soon as possible. Should there be difficulty in obtaining parental contact and a condition is considered serious, the child will be removed to hospital by school staff.

When pupils are suffering from a disease or infection, parents will be advised to seek professional medical advice regarding the date the child can return to school without fear of infecting other pupils. If necessary, parents may be notified by letter, of any serious threats to the health of pupils.

Further advice about the Control of infectious Diseases can be obtained from the [Public Health England - Guidance on infection control in schools and other childcare settings - Sept 2014](#) that should be displayed in school and the [Infection Control in Schools and Other Settings Poster July 2015](#) updated by KAHSC. Pupils will only be excluded from school if guidance dictates this is necessary.

All staff should take precautions to avoid infection and must follow Standard Infection Control Precautions http://www.nhsprofessionals.nhs.uk/download/comms/cg1_nhsp_standard_infection_control_precautions_v3.pdf. Staff must wear single-use disposable gloves and make use of hand washing facilities, and should take care when dealing with blood or other body fluids and disposing of dressings or equipment. When administering first aid or dealing with blood or body fluids staff will wear single-use disposable gloves and make use of hand washing facilities. Midday supervisors will carry a small supply of the disposable gloves with them when supervising play. Dressings, cleaning cloths or equipment will be disposed of appropriately. Individuals treating colleagues/pupils must ensure that their own cuts/grazes are covered to reduce the risk of transmission of infection.

Refer also to our procedures to protect against Blood Borne Viruses and Transporting Injured Pupils in the First Aid Procedures above.

3.7 Document Management / Retention of Documents

References

Information Records Management Society – Records Management Toolkit for Schools (2012) [Click here to access](#)

Procedures

All documents which form part of the health and safety management system will include suitable document control so it is clear which version of each document is the most current and to avoid using obsolete documents. This will simply appear in the header or footer of each document to include the Issue No. and the last review date.

Any previous versions of documents will either be suitably marked to show they have been superseded and should not be used, then properly archived or destroyed if no longer required. Archived documents (or document boxes) will be clearly marked as 'Archive' with the date(s) they cover and the date that they can be destroyed. Archiving/retention of documents and records will be done in line with the Information and Records Management Society (IRMS) Records Management Toolkit for Schools.

Electronic archiving is acceptable as we have a sound electronic back-up off site.

All relevant documents will be archived accordingly and stored in the office.

3.8 Health and Safety Training

References

The Management of Health and Safety at Work Regulations 1999

Procedures

It is the responsibility of all staff in conjunction with the CPD Leader and/or head teacher to identify training needs. These needs may be identified as personal development or they may be identified to fulfil legal obligations i.e. first aid training for example. Health and safety training may also be required as a result of risk assessments, following accidents, following the acquisition of new equipment and machinery etc. A formal health and safety training record will be set up and maintained by Mrs S Dawson that highlights all health and safety training that has been carried out. The training plan will highlight any statutory refresher training that may be required. This will be a working document and will show at a glance what health and safety training staff have actually undertaken, and when refresher training is required (if applicable). The file is kept on the computer of Mrs Dawson.

3.9 Induction Training

References

The Management of Health and Safety at Work Regulations 1999
Safety Advice Note SAN(G)12 – Health and Safety Induction

Procedures

Inglewood Community Nursery & Infant School is committed to ensuring that staff and students receive adequate information, instruction, training and supervision to enable them to work with minimum risk to their own or other people's health and safety. An important element in achieving this is a health and safety induction programme which, if carried out properly, will ensure essential information is transmitted and engender a positive attitude to health and safety in new starters to the School.

All new members of staff (including volunteers, students and pupils on work experience) are encouraged to familiarise themselves with the health and safety procedures in school. It is the responsibility of Miss D

Boekestein, Mrs K Clarke and Miss A Little to ensure that the relevant procedures and documentation has been seen and understood. Further training and development is identified and incorporated within in the School Management/Development Plan.

The school has a Health and Safety Induction Checklist which will be completed by the Health & Safety Coordinator with each new starter/trainee commencing the first week of their employment. Separate checklists are available for pupils from other schools on Work Experience at our school along with school employed catering staff.

3.10 Control of Hazardous & Dangerous Substances (COSHH & DSEAR)

References

Control of Substances Hazardous to Health Regulations 2002 (as amended)
Dangerous Substances & Dangerous Atmospheres Regulations 2002
KAHSC General Safety Series G38a – Control of Substances Hazardous to Health (COSHH)
KAHSC General Safety Series G38b – Dangerous Substances & Explosive Atmospheres
KAHSC Codes of Practice for Caretakers, Cleaning, Catering and the Primary Curriculum
CCC Safety Procedures No. 10

Procedures

Hazardous substances are those that are capable of causing adverse health effects e.g. toxic, irritant, corrosive, oxidising etc. under the Control of Substances Hazardous to Health Regulations (COSHH) 2002 (as amended).

Dangerous substances are those that are flammable, highly flammable, extremely flammable and explosive under the Dangerous Substances & Explosive Atmospheres Regulations (DSEAR) 2002.

COSHH requires employers to:

- find out what hazardous substances are in the workplace and what the risks are;
- put control measures in place to either remove those risks or, where this is not possible, control them e.g.
 - avoid using a hazardous substance or use a safer process – preventing exposure, e.g. using water-based rather than solvent-based products, applying by brush rather than spraying;
 - substitute it for something safer – e.g. swap an irritant cleaning product for something milder, or using a vacuum cleaner rather than a brush;
 - use a safer form, e.g. can you use a solid rather than liquid to avoid splashes or a waxy solid instead of a dry powder to avoid dust.

DSEAR requires employers to:

- find out what dangerous substances are in the workplace and what the risks are;
- put control measures in place to either remove those risks or, where this is not possible, control them;
- put controls in place to reduce the effects of any incidents involving dangerous substances;
- prepare plans and procedures to deal with accidents, incidents and emergencies involving dangerous substances;
- make sure employees are properly informed about and trained to control or deal with the risks from the dangerous substances;
- identify and classify areas of the workplace where explosive atmospheres may occur and avoid ignition sources (from unprotected equipment, for example) in those areas.

Where it is not possible to substitute hazardous or dangerous materials the Head teacher will ensure an inventory is made of all hazardous and dangerous substances held on site.

The Head teacher will ensure that any substance/process which is hazardous to health or dangerous has been adequately risk assessed before the substance is purchased or the process allowed to start.

Manufacturer's Material Safety Data Sheets (MSDS) will be held for all hazardous & dangerous substances used and stored in school (these are available from the supplier but can often be downloaded direct from the internet). The MSDS will aid the completion of COSHH & Risk Assessments. COSHH Assessments/DSEAR Risk Assessments will

be completed locally and will identify what precautions need to be undertaken when using and storing the substance.

The COSHH/DSEAR assessments will be made available to all staff using the products to ensure that the controls recommended are adhered to when the product is being used/stored/disposed of.

Products/chemicals will not be decanted from their trade containers into unlabelled or hand labelled bottles. Decanted materials will be properly labelled with manufacturer's product information. It is possible to get pre-printed spray bottles from suppliers or pre-printed product labels to display on our own spray bottles.

Hazardous and dangerous substances are stored securely in line with manufacturer's recommendations when not in use and never left unattended.

See also procedures for Managing Asbestos and Legionella.

3.11 Asbestos Management

References

Control of Asbestos Regulations 2012
DfE Asbestos Management in Schools [Click here to access](#)
Safety Advice Note (G)7
KAHSC General Safety Series G07 – Managing Asbestos in Schools
CCC Safety Procedures No. 29
School Asbestos Management Plan

Procedures

Although the LA as the employer (in Community and Voluntary Controlled Schools) already has a legal duty to its employees in preventing or reducing the risk of exposure to asbestos containing materials (ACM's) to the lowest level possible, there are now additional duties under the Control of Asbestos Regulations 2012 (CAR). Regulation 4 of the CAR requires the employer to manage the risk from asbestos (Duty to Manage).

A variety of Management and Demolition/Refurbishment Asbestos Surveys have been undertaken in school, copies of which are available at all times. The governors and Head teacher are responsible for the safety of contractors and for the safety of those employed and/or are working within the school. Contractors, maintenance teams and all staff will be briefed on the location and condition of any ACM's in the areas where they are to be working, provided with a copy of the Asbestos Register (and any associated building plans) and briefed on the control measures to be implemented.

We have an Asbestos Management Plan which includes details on how we aim to manage asbestos including procedures for dealing with planned and emergency work involving asbestos containing materials. This Management Plan is implemented at all times. We will, as part of our Asbestos Management Plan, implement a system locally for regularly checking the condition of any remaining presumed or identified ACM's on site, to monitor its condition and look for any signs of deterioration, taking action where necessary. This will be done formally on at least a termly basis by Miss Boekestein although staff are encouraged to report any obvious signs of damage as soon as they are identified so that remedial action can be taken as a matter of urgency. Inglewood Community Nursery & Infant School will ensure that the Asbestos Register is updated whenever additional asbestos surveys are undertaken or any asbestos removal, repair or encapsulation work takes place.

All relevant staff will receive appropriate Asbestos Awareness training which will be updated every 12 months.

Current guidance requires removal of all ACM's likely to be affected by demolition or major structural alteration. Where any work will involve demolition or major structural alterations a Refurbishment/Demolition survey will be arranged at the planning stage of the job so any ACM's can either be removed prior to work starting OR the work designed so as to avoid disturbing ACM's.

Where ACM's are removed or repaired, competent contractors will be used to remove/treat the asbestos. The contractor will be required to provide evidence that they have notified the HSE providing the correct information on form FOD ASB5 for notifiable work. For non-notifiable work the contractor must provide risk assessments and method statements for the work. Where necessary, the contractor should carry out air monitoring during the removal process and provided the results to school. A four stage clearance certificate should be provided following

the completion of asbestos removal work which required an enclosure and following asbestos removal work Waste Consignment notes should be provided to school to show that removed Asbestos was treated as hazardous waste and disposed of accordingly.

ACMs will be appropriate labelled as follows:

- In non-sensitive areas (generally non-public areas), labelling will be by means of a HSE approved warning sign for asbestos-containing products;
- In sensitive areas (e.g. pupil and public areas) labelling will be by means of yellow circular stickers for materials suspected as being asbestos containing materials (ACMs) and red circular stickers for materials proved to be ACMs by sampling.

It is an LA requirement that Asbestos re-inspection surveys are undertaken by a contractor that is UKAS 17020 accredited for Asbestos surveys or by an employee holding BOHS P405 certificate (or equivalent) at intervals not exceeding 12 months for premises with thermal insulation or Asbestos Insulation Board or 24 months for sites with other ACM's.

All schools (with the exception of academies and independents) will provide updates and information following any works which affect their asbestos register, e.g. removals. These will be communicated to the Local Authority's Asbestos Co-ordinator Brian Kirkbride (brian.kirkbride@cumbria.gov.uk). This will then allow update of the centrally-held records on the Atrium property database.

3.12 Control of Legionella

References

L8 HSC Approved Code of Practice Legionnaires' disease
Control of Substances Hazardous to Health Regulations 2002 (as amended)
HSE Guidance 'Legionella - A Brief Guide for Duty Holders' [Click here to access](#)
Safety Advice Note (G)15
School Premises Regulations 2012
Compliance Monitoring in Council Buildings
CCC Safety Procedures No. 30

Procedures

The Employer (LA in Community and Voluntary Controlled Schools) has a duty to appoint a person to be managerially responsible for preventing and controlling the risk of legionella; in most cases this position will fall to the Head teacher. The duty, but not the responsibility may then be delegated to another person. The duty may be delegated to another person – Miss A Little.

A suitable and sufficient assessment is required to identify and assess the risk of exposure to legionella bacteria from work activities and water systems on the premises and any necessary precautionary measures. In conducting the assessment, the person on whom the statutory duty falls is required to have access to competent help to assess the risks of exposure to legionella bacteria in the water systems present in the premises and the necessary control measures. Water Hygiene Contractors should be registered with the Legionella Control Association (LCA) for all the categories of work they undertake e.g. surveying/risk assessments and monitoring/maintenance and follow the Code of Conduct endorsed by the Water Management Society and the British Association for Chemical Specialities. From 2015 newly appointed contractors providing legionella risk assessments must be UKAS (United Kingdom Accreditation Service) accredited for this task.

Inglewood Community Nursery & Infant School has its own plan of action against the threat from legionella. We ensure that our water systems have been checked for conditions which encourage the growth of Legionella i.e.

- Temperatures between 20 – 45 °C
- Sludge
- Scale
- Algae or any other organic matter etc.

Plans have been drawn up which include a layout of the whole water system highlighting areas where water may stand for long periods and become stagnant, such as 'dead legs' or 'blind ends' in pipes and never or seldom used outlets i.e. showers, sinks, toilets, humidifiers, air conditioning units etc.

If a risk has been identified, then the plan and controls will be kept for the period it covers and for 2 years afterwards. Any monitoring checks will be kept for a minimum period of 5 years (although these should be kept for as long as possible). Records of water monitoring and management checks will be kept by Miss A Little in the water hygiene log book or on specific sheets designed for this purpose.

Showers, spray taps and seldom used outlets will be regularly flushed through (hottest temperature possible) every week, and the shower/spray tap heads removed and soaked in disinfectant or bleach at the beginning of each term. This is particularly important after school holiday periods for example when these appliances have been standing idle for some considerable time. Water temperatures of sentinel outlets (those nearest, intermediate and furthest away from the feed tank or calorifier) will be monitored on a monthly basis with records kept. Hot water in school will be heated to temperatures of no less than 60°C, however a reduced outlet flow temperature of 43°C will be used for taps of sinks that can be accessed by nursery and primary school children and occupants who are severely disabled; controlled outlets (Thermostatic Mixing Valves) will therefore be installed in areas used by these people. Water temperatures for all baths and showers will be controlled to 43°C. Although thermostatic controls are designed to be fail-safe, there is evidence that this will not always be the case, so regular monitoring and safety checking of the operation of these devices is essential. Advice will be sought from a competent person when the correct temperature is not delivered.

Thermostatic mixing valves used to control outlet temperatures will be maintained on a regular basis, in accordance with manufacturer's instructions, (there is be a programme of descaling and disinfecting). TMVs are not required in staffing areas although where hot water temperatures are high and there is a risk of scalding, hot water warning signs will be displayed and plugs will be available on each sink. The hot water in the school kitchen / other high risk areas must be maintained at temperatures around 60°C – a necessary food hygiene/safety control. Water storage tanks are to be checked annually (or more frequently if required by the risk assessment) to ensure they are in good condition and sealed/lidded with effective insulation. Hot and cold water services, will be cleaned and disinfected in the following situations:

- if routine inspection shows it is necessary;
- if the system or part of it has been substantially altered or entered for maintenance purposes in a manner which could lead to contamination;
- during or following an outbreak (or suspected outbreak) of legionellosis.

Where the assessment demonstrates that there is no reasonably foreseeable risk or that risks are insignificant and unlikely to increase, no further assessment or measures are necessary. However, should the situation change, the assessment will be reviewed and any necessary changes implemented (see below).

The Water Risk Assessment will be reviewed at least every 24 months (or sooner if recommended by the competent assessor) and when:

- significant changes have been made to a system, e.g. following maintenance or alteration;
- significant changes have occurred in the way a system is being used, e.g. a formerly fully occupied building is now only partially occupied;
- changes to the occupancy of the building e.g. higher risk users;
- changes have been made to the management and/or maintenance of the system, e.g. 6 months after a new maintenance company has been appointed;
- the results of checks indicate that control measures are no longer effective;
- a case of Legionnaires' disease or Legionellosis is associated with the system;
- there is new relevant information about risks or control measures.

The Responsible Person will receive training to an adequate standard of basic awareness of Legionella Management. Where staff or other persons working on behalf of the school undertake operational monitoring or maintenance in relation to water systems they will receive appropriate training (including refresher training where necessary). Records of all such training will be maintained.

3.13 Surface & Water Temperature Restrictions

References

School Premises Regulations 2012
Building Bulletin 87
Management of Health and Safety at Work Regulations 1999
Workplace (Health, Safety and Welfare Regulations) 1992
Compliance Monitoring in Council Buildings

HSE: [Burning Risks from Hot Surfaces in Health and Social Care](#)
[Scalding Risks from Hot Water in Health and Social Care](#)

Procedures

There is a risk of scalding to individuals from surface areas such as radiators and hot water pipes (and from water which is too hot at point of use for example washbasin and baths – see Section above).

The risk of scalding has been reduced by carrying out a risk assessment for the individuals concerned and introducing appropriate control measures. Suitable arrangements are in place to ensure that control measures are implemented and functioning effectively. Adequate training and supervision is given to staff to ensure that they understand the risks and precautions to be taken and also the need to report any difficulties to a responsible person.

The risk of burns from hot surfaces have been reduced at Inglewood Community Nursery & Infant School by:

- Providing low surface temperature heat emitters, e.g. cool wall;
- Locating sources of heat out of reach, e.g. at high-level;
- Guarding the heated areas, e.g. providing radiator covers, covering exposed pipework;
- Reducing the flow temperatures *[although usually not practicable in existing heating systems without sacrificing their effectiveness].*

3.14 Workstations / Display Screen Equipment

References

Display Screen Equipment Regulations 1992 as amended 2002
Safety Advice Note SAN(G)13 and 20
Health and Safety Guidance for Homeworkers
CCC Safety Procedures No. 16

Procedure

The Health and Safety Coordinator will undertake an assessment of the user status of all staff in relation to Display Screen Equipment. All staff who have been identified as being 'users' will complete the DSE users self-assessment form, from Safety Advice Note (G)13 and will be reviewed where there are significant changes including change of workstation, reports of physiological problems, following the introduction of control measures etc.). The results are collated by the Health and Safety Coordinator who makes recommendations to the head and governors. Any recommendations that cannot be dealt with immediately will be incorporated within the School Health and Safety Management Plan and equipment and resources are purchased, if necessary.

DSE Eye tests will be funded by the school on request from identified DSE Users. Should corrective appliances be required **solely for use with display screen equipment**, school will fund the cost of a basic appliance i.e. a basic pair of DSE spectacles.

Due to their compact nature, laptops are not designed to be used for extended periods of time. When they are used for longer periods, they will be used with a laptop raiser, separate keyboard and separate mouse. This will equally apply to staff working at home.

Interactive White Boards

The use of projectors by staff and pupils in school is increasing. The specific safety issue focused on here is the damage to the eye that the very bright light emitted by the projector can cause.

When using any form of data projector, the following guidelines should be adhered to:

- Never stare directly into the projector beam.

- Keep your back to the beam as much as possible, and avoid standing facing into the beam for more than a few seconds at a time (the use of a stick or laser pointer is helpful in this regard).
- Always step *outside* the projector beam when turning to face the class for more than a few seconds.
- Teachers should ensure that pupils are always adequately supervised whilst the projector is operating, and have been trained to follow safe routines of projector use.

Projectors should ideally be located out of the sight line from the screen to the audience; this ensures that, when presenters look at the audience, they do not also have to stare at the projector lamp. The best way to achieve this is by ceiling-mounting rather than floor or table-mounting the projector.

In order to minimise the lamp power needed to project a visible presentation, use window blinds to reduce ambient light levels.

3.15 Child Protection

Refer to the school's Overarching Safeguarding Statement, Child Protection Policy and Missing Child Procedures held separately.

3.16 Data Protection

Refer to the school's Data Protection Policy and CCTV Procedures held separately.

3.17 Use of Pupils Images

References

Safety Advice Note (G)21
KAHSC General Safety Series G21 – Use of Photographic/Digital Images
Data Protection Act 1998
School Data Protection Policy
School Child Protection Policy
School E-Safety Policy

Data Protection legislation relates to the use and processing of personal information – including images. The Information Commissioner has confirmed:

- Where schools allow access to a local newspaper photographer, they are not caught by DPA unless they provide the personal details of the pupils in the photographs.
- If the names of those in the photograph were collected directly from the participants (subject to the wishes of parents and guardians of pupils) the school would not be releasing personal data subject to the Act at all.
- Alternatively if the school had canvassed the wishes of parents and guardians and they had agreed to the release then there would be no question of the DPA preventing disclosure.

For most purposes consent obtained from parents in advance will normally be sufficient. However, particular care is necessary when images are taken during activities such as swimming or PE. It is recommended that parental consent be obtained for the use of the final images, although this may not be possible for news media coverage.

It is important to get parental consent when a child first starts school - consent does not need to be gained annually – the onus should be placed on parents/carers to notify school if they wish to withdraw consent, which they can do at any time. A Sample Consent Form can be found within Safety Advice Note SAN(G)21 or KAHSC General Safety Series G21. Whilst this may be useful in alerting the school to children whose parents object, it needs to be used carefully and with safeguards.

During the course of the year there may be opportunities to publicise some of the activities that children are involved with, this may involve filming or photographing children for use in local media.

Photography or filming will only occur with the permission of the Head Teacher and under the strict supervision of a teacher. Where filming or photography is carried out by the news media, children will only be named when there is good reason i.e. prize winning. Home addresses will never be disclosed.

Further guidance can be found in the school E-Safety Policy and Data Protection Policy held separately.

3.18 Manual Handling

References

Manual Handling Operations Regulations 1992 (amended 2002)
Safety Advice Note (G)23
KAHSC General Safety Series G23 – Manual Handling of Loads
CCC Safety Procedures No. 19

Procedures

It is the responsibility of the Head teacher to ensure that manual handling activities are managed in line with the Management of Health and safety at Work Regulations 1999 and the Manual Handling Operations Regulations 1992, 2002.

Manual handling is the transporting or supporting of loads (inanimate- objects; animate – people) by hand or bodily force, which includes, carrying, lifting, pushing and pulling. Manual handling may result in adverse health that is caused by a single accident (e.g. strained/torn muscles, dropped loads, cuts/abrasions etc.) or sustained over a longer period (bad back, worn joints etc.).

The Regulations require the following measures to be considered in hierarchical order:

1. avoid hazardous manual handling operations so far as is reasonably practicable;
2. assess any hazardous manual handling operations that cannot be avoided;
3. reduce the risk of injury so far as is reasonably practicable.

Duties of the employer

- identify manual handling operations and staff who are deemed to perform manual handling operations in areas under its control;
- take steps to reduce or eliminate manual handling operations;
- ensure risk assessments of unavoidable hazardous manual handling activities are carried out;
- ensure control measures identified in the risk assessment are implemented;
- monitor and review assessments at regular intervals;
- ensure employees have been consulted and provided with information and/or training on manual handling;
- investigate any health problems reported to them or identified in staff.

Duties of the employee

- assist with the manager/assessor in the assessment of their work;
- be aware of their responsibilities under the Health and Safety at Work Act (1974) and Manual Handling Operations Regulations (1992, 2002);
- assist with the completion of manual handling risk assessments and handling plans;
- attend mandatory moving and handling training sessions;
- report all manual handling incidents and near misses;
- use the lifting/moving equipment provided in accordance with agreed methods of working and any training received;
- carry out first use/pre-use checks and report equipment when it is faulty, unsafe or no longer meets the need of the service user;
- inform managers of any health condition which affects his or her ability to undertake manual-handling operations safely;
- follow policies, procedures and safe systems of work.

Risk Assessment

A general risk assessment of a work activity must identify whether manual handling is likely to present a risk of injury to an employee (or a person being handled). Where this is identified as the case, the primary consideration should be to determine whether the manual handling operation is actually necessary i.e. whether it can be avoided from the outset.

If the manual handling task cannot be avoided, it should be considered whether the process can be replaced or the risk reduced by way of **mechanisation or use of equipment**.

Recording the assessment

In all cases risk assessments must be recorded in writing, kept in the workplace, and made available to employees involved in the activity. The person who performed the risk assessment should make all employees involved aware of the control measures in place.

Reviewing the assessment

To ensure control measures remain effective, all assessments should be reviewed under the following circumstances:

- a reason to believe it is no longer valid;
- a major change to the work practice;
- a major change to safety equipment provided;
- a major change to the nature of the load;
- a substantial increase in the amount of time performing manual handling operations;
- a substantial change in other task requirements, e.g. more speed or accuracy;
- if the workplace is relocated;
- if the environment is significantly modified;
- if there is a serious incident, accident or trend;
- routinely annually.

Monitoring the effectiveness of controls

The effectiveness of controls should be monitored by the manager through:

- Discussing with manual handlers whether the control measures have reduced the effort required to carry out the task
- Identifying whether cases of manual handling related accidents, ill health and damage/injury to loads has increased or decreased

Training

Induction - All employees should be inducted into good manual handling techniques and provided with information and instruction before being exposed to manual handling risks. This should form part of all new starter Induction training. Guidance can be found in General Safety Series G23 on the KAHSC website.

Manual Handling - Where moving and handling objects or people forms a significant part of an employee's role, they should undertake specific training before engaging in the activity. Manual Handling of **Objects** Training is available **FREE** from KAHSC using our 'allocated contact time', Tel: 01228 210152 or email: penny.gosling@kymallanhsc.co.uk. Moving and Handling of People Training is available from Learning Support Services, Tel: 01900 706090.

Assessors - Manual handling assessors must be competent and more specifically:

- be familiar with the Regulations and ensure that they are adhered to;
- have a knowledge and understanding of:
 - the body and how it works (in relation to manual handling),
 - correct lifting techniques,
 - the requirements of the regulations, guidance and forms to be used,
 - the work process.
- be given sufficient time, assistance and support to enable them to complete the assessment;
- consult with the user when assessing their work routine;
- be aware of their limitations when carrying out assessment and to call upon further expertise and additional sources of information when appropriate;
- draw valid and reliable conclusions based on the assessment of risk;
- make a clear record of the assessment and process this information promptly using agreed procedures.

Assessors also need to be trained in order that they:

- can suggest strategies on how to avoid hazardous manual handling operations so far as is reasonably practicable;
- can assess any hazardous manual handling operations that cannot be avoided;
- can suggest strategies on how to reduce the risk of injury so far as is reasonably practicable.

Risk assessment training - Is available **FREE** from KAHSC using our 'allocated contact time', Tel: 01228 210152.

Pupils - Pupils are supervised when moving and handling equipment such as PE mats or furniture for example and are shown how to do so safely before an activity takes place.

Health

New employees should complete a pre-employment health enquiry form before appointment. The Head teacher/Manager should ensure the employee is aware of the moving and handling requirements of the job. If the employee is referred to an Occupational Health adviser for assessment, they will advise whether the employee is fit to undertake the role, or whether adjustments are recommended. It is the Head teacher/Manager's responsibility to decide whether any adjustments recommended can reasonably be put in place.

Where an existing employee's health condition is being affected by the manual handling activity, or where the manual handling activity causes a health condition, the Head teacher/Manager can refer them to an occupational health adviser. In extreme cases it may be necessary for a particular member of staff to be taken off duties that involve manual handling.

Where an employee has advised their Head teacher/Manager they are pregnant, the Head teacher/Manager should complete a New and Expectant Mother Risk Assessment with the employee (refer to General Safety Series G24 on the KAHSC website for further guidance). Advice and support can be obtained from Kym Allan Health and Safety Consultants.

Reporting injury and ill health

Any manual handling incident, including ill health that is suspected of being caused or aggravated by manual handling activities, should be reported to the Corporate Health and Safety Team using Form P25. As with all incidents, line managers should investigate the cause of the incident and identify whether further control measures are required to prevent any recurrence.

It may also be appropriate to refer the employee to an Occupational Health Adviser, where the injury affects their work or work continues to affect their injury.

Children

- In the normal day-to-day running of the school, there are times when children might need to move equipment or items of furniture – perhaps chairs, sports equipment or other small pieces of equipment.
- Children should always be supervised when moving any equipment or piece of furniture. Some items could be heavy or awkward to handle. Children are shown how to lift and carry safely and reminded of this each time.
- When using large PE apparatus, children should be shown how to bend before lifting and moving apparatus. The supervising adult allocates the appropriate number of children to lift heavy items.
- Chairs should be moved one at a time and children are taught how to carry them correctly. They may carry a single chair on their own.
- Small items of equipment – tape players, CD players, PE trolleys – can be moved by the children under adult supervision.
- When an item of equipment or furniture is being moved from one room to another, the supervising adult should nominate a child to open and close doors.

3.19 Working at Heights

References

Safety Advice Note (G)19
KAHSC General Safety Series G19 – Working at Heights
KAHSC Code of Practice for Caretakers and Site Managers
KAHSC Code of Practice for Drama
CCC Safety Procedures No. 26

Procedures

If it is necessary to gain access to heights which cannot be reached from the ground, proper access equipment, e.g. kick stools, step ladders, ladders and tower scaffolds, must be used. It is NOT acceptable to use chairs as a means of access. All such equipment must comply with the appropriate British Standard.

LADDERS (INCLUDING STEP LADDERS)

Selection

- Ensure that a ladder is the correct piece of equipment for the task. If the ladder is to be used as a working platform, consider if the risk warrants an alternative method.
- Ensure that any ladder is of a suitable construction for the purpose for which it is to be used: aluminium ladders/steps should comply with BS 2037:1994 and timber ladder/steps with BS 1129:1990. The European Safety Standard EN/131 applies to both types. BS 7377:1994 applies to step stools.
- Take account of site conditions; high wind, rain, ice or vehicular/pedestrian traffic
- Ensure the ladder is not too long or flexible that sway or vibration could cause loss of balance or too short to prevent a secure handhold and cause people to overreach
- Determine whether the ladder can be securely fixed, close to the work and whether the structure against which it is to rest is of adequate strength and condition
- Consider the capability, training and experience of the user

Use of Ladders

ALWAYS

- Ensure the ladder is the correct size and type for the job
- Stand ladders on a firm, level base with both stiles on the ground
- Pitch the ladder 1m out to 4m up
- Secure the ladder at the top or the bottom to prevent any slipping or displacement
- Ensure a second person foots the ladder if it cannot be secured by other means
- All ladders should extend at least 1 metre above any stepping off point or beyond the highest rung from which a person may be working to ensure adequate handhold
- Ensure user's footwear and the rungs of the ladder are dry and free from oil, grease or ice before climbing
- Carry ladders with front end above head height; ladders longer than 3 metres should be carried by two people

NEVER

- Use a damaged ladder; report defects immediately
- Leave a defective ladder where someone else may use it
- Paint ladders as this may hide any defects
- Allow more than one person to climb a ladder at one time
- Place the ladder so that the total weight is supported by the bottom rung instead of the stiles
- Overreach from a ladder – if you cannot reach, move the ladder
- Climb higher than the third rung from the top of single or extension ladders
- Use metal ladders, those with metal stile reinforcement or wet ladders where there is an electrical hazard

Step Ladders

- Make sure it is the right height for the job
- Check that limiting ropes, chains or stays are in good condition and of equal length
- Ensure steps are fully open
- Always stand steps on a hard, level surface and at right angles to the work, i.e. front on to the work. NEVER work sideways
- Never stand on the top tread of a step ladder unless supports extend beyond it
- Do not use the treads to support planks
- Do not overreach

Extension Ladders

- Ensure that the ladder is raised and lowered from the base and that the hooks are properly engaged.
- Ladders should overlap by a minimum of :
 - Up to 5 metres: 2 rungs
 - 5-6 metres: 3 rungs
 - Over 6 metres: 4 rungs

Maintenance and Inspection

- Ladders and stepladders should be stored correctly and regularly examined to maintain them in efficient working order and good repair. Each time a ladder is used, the user should check for visual signs of instability or deterioration.

- Regular, formal visual inspections should be carried out and recorded on a **6 monthly basis** if equipment is infrequently used or **monthly** if equipment is used frequently or under harsher conditions such as externally and the results recorded on the Ladder Register (copies available in Safety Advice Note (G)19).
- All ladders and steps will be formally inspected by Miss A Little.
- Defective ladders should be taken out of service immediately and labelled appropriately until repaired. Ladders that are beyond repair should be disposed of.

Storage

Storing a ladder or stepladder correctly can minimise deterioration and extend its working life. Ladders should be stored as follows: -

- Ladders and stepladders should be stored where they are protected from continual exposure to bad weather.
- They should be kept in a well-ventilated area.
- Timber ladders and stepladders should not be stored in boiler rooms or adjacent to radiators, steam pipes or other sources of heat, so as to avoid deformation.
- It is important that the ladder is well supported throughout its length to prevent weakening of the joints. They should not be hung so that the weight is carried by the rungs, but should be stored on edge clear of the ground in racks or wall brackets (horizontally).
- Stepladders may be stored vertically.
- Access to ladders and steps should be appropriately maintained. They should be secured in some way to avoid use by inappropriate persons i.e. trespassers for example.

Training and Instruction - Ladders

There is a legal requirement under the Provision and Use of Work Equipment Regulations to provide information and training to persons who use work equipment. For normal operations involving the use of ladders, this section will be sufficient on its own.

3.20 Fire Safety Management Procedures / Emergency Plan

References

Regulatory Reform (Fire Safety) Order 2005
Fire Risk Assessment guidance documents produced by HM Government
KAHSC General Safety Series G35 – Fire Safety Management
KAHSC General Safety Series G36 – Hot Works
KAHSC General Safety Series G41 – Managing Performances and Events
School Critical Incident & Recovery Plan
CCC Safety Procedures No. 8

Section 1: Policy Statement

PHILOSOPHY

The safety of children/young people, staff, volunteers and visitors/contractors is of paramount importance to our school and will be given appropriate attention by management to reflect this. It is our aim that the work environment is as safe from fire as can be reasonably achieved and, if a fire does occur, our staff are well trained in procedures for safe evacuation and mitigation of damage.

We recognise and accept our statutory responsibilities as an employer, occupier and as an owner of premises, as defined in the relevant fire safety legislation. It will take all steps reasonably practicable to secure the safety of its employees from fire, together with that of other relevant persons, by taking general fire precautions to make its premises safe.

We also recognise and accept a duty to prevent fire where reasonably practicable and to mitigate the effects of any outbreak of fire.

We are committed to complying with all relevant fire safety legislation, in particular, the Regulatory Reform (Fire Safety) Order 2005. At the same time, we recognise that compliance with legislation is the minimum requirement and will therefore strive to improve upon the statutory minimum.

We will take steps which are reasonably practicable and within its power, to meet its responsibilities, paying particular attention to:

1. Establishing and managing a fire risk assessment framework, to apply to all of its premises and workplaces;
2. Managing and maintaining its premises so as to adequately control the risk from fire;
3. Maintaining adequate fire precautions, with reference to:
 - a) Means of detection and giving warning of fire;
 - b) Provision of means of escape;
 - c) Means of fighting fire, and;
 - d) Training of staff.
4. Providing safe systems of work, based on risk assessment, to minimise the risk of fire;
5. Providing suitable and sufficient information, instruction and training at all levels, to secure competence in fire prevention and fire safety at work;
6. Making adequate provision for the control of fire in work processes, including the control of hot working;
7. Keeping suitable and sufficient records;
8. Providing adequate monitoring and supervision of activities to ensure that standards of fire safety are met;
9. Making adequate resources available to meet the requirements of this policy.

POLICY AIMS

The aims of this policy are:

1. To establish and maintain consistency in the management of fire safety and precautions;
2. To set minimum standards of fire safety, to control the risk from fire;
3. To describe our arrangements for managing fire safety in the workplace.

To achieve our aims, we will implement a system involving:

1. Policies and procedures that are clear and safe;
2. Allocation of responsibilities;
3. Fire safety audit;
4. Fire risk assessment;
5. Communication of safe procedures to staff, children/young people, volunteers and visitors/contractors;
6. Establishment, operation and maintenance of effective monitoring and review systems;
7. Provision of appropriate information, instruction and training.

This Policy will be reviewed at intervals of not more than 2 years and any revisions will be notified to relevant persons.

Section 2: Responsible Person

1. The 'Responsible Person' for Fire Safety will be responsible not only for the safety of employees, but for that of any person lawfully on the premises, or in the immediate vicinity of the premises and at risk from a fire on the premises. The Responsible Person (Miss Boekestein) will be responsible for implementing this Fire Safety Management Policy.
2. The Responsible Person will ensure that a Fire Risk Assessment is completed following the guidance provided in the appropriate *Fire Risk Assessment guidance document produced by HM Government*.
3. The Fire Risk Assessment will be reviewed annually or sooner if there are significant changes to the premises that could impact upon fire safety and the means of escape.
4. An action plan will be produced, arising from the significant findings of the Fire Risk Assessment. It will be signed by the Responsible Person. Reasonable target dates will be set for completion of individual actions, together with acknowledgement of who is responsible for the completion of actions.
5. A copy of the Fire Risk Assessment will be held on site in the meeting room office with an additional copy kept off the premises at Miss A Little's home for use in the event that the original document cannot be retrieved from school due to fire or other emergency. Any significant finding of the risk assessment will be shared with staff and other users of the school.
6. The Responsible Person will:
 - a) Manage (including fire safety arrangements) the premise(s) for which they have responsibility;
 - b) Seek assistance of a competent Fire Safety Adviser when necessary;

- c) Implement the guidance contained within the appropriate *Fire Safety Risk Assessment Guidance* produced by HM Government;
 - d) Develop and maintain the premises Fire Safety Logbook which will contain:
 - Details of the fire warning and detection and record of testing and maintenance;
 - Details of Sprinkler Systems (if installed) and record of testing and maintenance;
 - Records of routine fire safety monitoring checks;
 - Records of fire drills and staff training;
 - Records of false alarms;
 - Records of testing and maintenance of fire-fighting equipment/systems;
 - Records of testing and maintenance of emergency escape lighting.
7. Develop a fire emergency action plan specific to their premises, test the effectiveness of that plan and ensure that staff and pupils are made aware of its contents;
 8. Make sure that both stages of the Fire Risk Assessment process have been carried out and that:
 - a) The significant findings are recorded appropriately;
 - b) An action plan is produced, as required, to improve control measures.
 9. Be accountable for the implementation of this Policy, and arrangements made under it;
 10. Make sure that responsibilities for fire safety are properly assigned and understood by employees within their area of control;
 11. Provide employees and non-employees with the necessary information to ensure their safety from fire;
 12. Make sure that there is communication and participation at all levels in fire safety matters;
 13. Ensure that a fire safety audit is carried out regularly, with results being acted upon appropriately;
 14. Monitor work activities which may involve fire hazards, so that appropriate safety standards are maintained;
 15. Ensure that the Fire and Rescue Service is called to all outbreaks of fire, in or near to the premises;
 16. Provide information to emergency services in relation to hazardous materials or processes on site, as appropriate; and
 17. Receive reports of fire incidents and near misses and take any necessary remedial actions.

Some of the duties of the Responsible Person may be delegated to others in the school; however, the legal responsibilities **cannot** be delegated. The role of Fire Safety Manager, i.e. the person in charge in a fire situation rests with the Head teacher or Miss A Little in her absence.

Section 3: Responsibilities of Employees

Employees will:

1. Take reasonable care for the health and safety of themselves and of other persons who may be affected by what they do or neglect to do whilst at work;
2. Cooperate with the school with regard to any duty or requirement imposed on the employer to enable that duty or requirement to be performed or complied with;
3. Not intentionally or recklessly interfere with or misuse anything provided in the interest of fire safety e.g. fire-fighting equipment, signage etc.
4. Have a particular duty to other persons (children/young people, staff, volunteers, visitors, contractors, other users of the premises) in order to protect their safety, and will ensure that no operation or method of work is employed that can be considered hazardous to themselves or others and that nothing is done to compromise the means of escape or its security;
5. Draw the attention of the Responsible Person or their Deputy without delay, to any work situation which might present a serious and imminent danger to themselves or others;
6. Ensure they familiarise themselves with and work in accordance with guidance given in risk assessments and protective measures with regard to fire safety in the premises;
7. Conform to all instructions, whether verbal or written, given to ensure personal safety and the safety of others;
8. Report all incidents and near misses which result in the potential outbreak of fire;
9. Assist fully in the reporting and investigation of any accident/near miss in connection with the potential outbreak of fire;
10. Attend as requested, all training courses/briefings covering fire safety;

11. Report unsafe conditions, methods of work, practices, tools, plant, premises or equipment to the Responsible Person or their Deputy;
12. Wear/use protective clothing and equipment as specified;
13. Where a work activity presents a serious and imminent risk of injury to person(s) ensure that the work activity ceases until the risk is removed.

Section 4: Arrangements

DETECTION AND RAISING THE ALARM

The first member of staff to detect a fire sounds the alarm in emergencies using the manual call points located around building(s). The alarm sounds like a continuous siren. If fire is detected by automatic detectors, this will trigger the fire alarm.

There is more than one building at our premises i.e. the main school and 3 additional portacabins (2 of which are temporary during building works), however; the Fire Warning and Detection Systems in all buildings are NOT linked to one another i.e. the fire alarm in one building does NOT automatically sound in all surrounding buildings. There are separate fire alarm systems in the three portacabins on site.

During the ongoing asbestos removal and rewiring works (2015-2016), the fire warning and detection system in the Phases being worked on will be isolated (although the rest of the school system will remain operational). In the event of a fire, school will raise the alarm with contractors by telephone and the contractors will raise the alarm with the rest of the school. As soon as work is completed in each Phase, the fire warning and detection system will be reinstated as fully operational.

CALLING EMERGENCY SERVICES

The Head teacher or Miss A Little are responsible for telephoning the Fire and Rescue Service. The telephone number for emergency services is 999. The information to be supplied to the emergency services is as follows:

- Name of person
- Name of School/Setting
- School/Setting address
- Contact telephone number
- Details of the fire (if known)

ROLE OF THE FIRE SAFETY MANAGER

The Head teacher is the Fire Safety Manager or Miss A Little will deputise in her absence (orange marshal jackets). The Fire Safety Manager is in overall control during the evacuation process. The Fire Safety Manager's duties in a fire situation include:

- Telephoning the fire and rescue service;
- Coordination of people;
- Liaison with the Fire and Rescue Service/other emergency services on arrival;
- Ensuring the evacuation is conducted effectively;
- Delegating certain tasks to other suitable personnel;
- Initiating disaster recovery procedures.

ROLE OF FIRE WARDENS

Class teachers/TA's are nominated Fire Wardens. There is 1 nominated in each unit (yellow jacket). Mrs A Grieve, Miss C Ivison (EYFS), Mrs Leighton (Year 1), Mrs Baxter (Year 2). Fire warden duties include:

- helping children/young people and others (i.e. visitors) to leave the premises;
- checking the premises to ensure everyone has left – undertaking sweeps of classrooms, toilets, cloakrooms etc.;
- using fire-fighting equipment if trained and safe to do so;
- reporting to the Fire Safety Manager;
- liaising with the Fire and Rescue Service if required;
- shutting down vital or dangerous equipment;
- performing a supervisory/managing role in any fire situation;
- taking the register/roll call for their particular class/group, and reporting anyone who is missing immediately to the Fire Safety Manager and/or Fire and Rescue Service.

Mrs Robinson is responsible for taking the **visitors book** and **staff signing in and out book/sheets** to the assembly point to ensure that all staff, visitors and contractors are accounted for by way of a roll call.

LOCATION OF KEY SYSTEMS

- | | |
|-----------------------|------------------------|
| ▪ Gas supply shut off | Kitchen cupboard store |
| ▪ Mains fuse box | Boiler House |
| ▪ Mains water inlet | Kitchen Toilet |
| ▪ Fire Alarm panel | Main reception |

If it is safe to do Miss A Little is responsible for switching off electrical mains and gas supplies.

MEANS OF ESCAPE

All escape routes are clearly marked with British Standard or European Standard Fire Exit signs and directional arrows where appropriate. **Final exits** can be found in the following locations in school:

- all classrooms have a fire exit door with a push bar
- year 1 boys toilets
- year 1 girls toilets
- year 1 corridor
- dining hall
- year 2 corridor
- year 2 exit door
- year 2 toilets
- assembly hall
- main entrance
- kitchen
- nursery/reception entrance
- Little Fawns Portacabin – main entrance and 2 additional push bar exits in main room

All have doors that can be opened internally without the use of a key i.e. baffle door handles, thumb turn locks, push bar to open etc. Exit doors and escape routes are to be kept clear of obstructions and slip/trip hazards at all times. All relevant exits are operational when the building is occupied including during evening performances, governors meetings and use by outside bodies (lettings).

Fire Action Notices are clearly displayed around the building for those persons/visitors who are unfamiliar with the premises. These are displayed as a minimum at manual call points and all final exit doors. Each class/work room has a written Fire Drill, and a plan detailing escape routes, fire extinguishers etc.

Measures are in place to ensure escape routes, exits and external areas leading to the assembly point are adequately lit during the hours of darkness, particularly where there changes in level i.e. steps, stairs and ramps. Allison Little is responsible for regularly checking external lighting/emergency lighting – any faults are reported to the Secretary and/or Health and Safety Coordinator and Head teacher and remedial work arranged as necessary.

ASSEMBLY POINT

On hearing the fire alarm all building occupiers should make their way to the Fire Assembly Point using the nearest available exit in a calm and orderly manner. Younger children will be directed by their class teacher/teaching assistant/appropriate adult. Children/young people away from their base should leave the building by the nearest exit and meet at the assembly point. The main Assembly Point for our premises is on the field outside the Y1/Y2 block near to the fencing.

As the assembly point is remote from the location where the Fire and Rescue Service will arrive the Head teacher and Miss Little should position themselves near the school gates to meet the Fire & Rescue Service/Police and direct them to the site of the incident, if known. They will be able to communicate with others at the different assembly points by mobile phone.

Class teachers are responsible for taking the class/group registers/head counts and ensuring all children/young people are accounted for and the person in charge is responsible for undertaking a roll call of staff and visitors/contractors using the Staff Signing In/Out Book and Visitors Book.

If any persons are unaccounted for, this must be reported to the person in charge immediately and if a real emergency i.e. not a drill, the Fire and Rescue Service notified without delay.

Should it be unsafe for evacuees to remain at the assembly point the place of 'Total Safety' off-site is Inglewood Junior School.

ALARM CHECKS

- The alarm is checked weekly by Miss A Little and a record is held in the fire logbook. This involves a different Call Point being tested each week with the use of a special key.
- The fire alarm system (and automatic fire detection) is serviced at least **every 6 months** by a competent contractor – FTS.

EMERGENCY ESCAPE LIGHTING

- Emergency Lighting is tested monthly by Miss A Little and a record is held in the fire logbook. Each lighting unit is tested with the use of a special key.
- Every **6 months** Emergency Lighting must be energised for a period of **1 hour** for 3 hour rated systems **OR 15 minutes** for 1 hour rated systems, to ensure the batteries are working satisfactorily. The results must be entered in the fire logbook.
- The Emergency Lighting system is serviced at least annually by a competent contractor – FTS.

FIRE FIGHTING EQUIPMENT

- Miss A Little visually inspects fire-fighting equipment (fire extinguishers and fire blankets) **monthly for obvious signs of damage, misuse, tampering etc.**
- Discharged/Faulty Fire Fighting Equipment is to be reported, immediately to the Head teacher through the Defects file on Miss Little's computer. Clerical assistants must inform FTS of any faults detected.
- FTS services equipment annually. Records are held in the Office.

FIRE DOORS, ESCAPE ROUTES & EXITS

We have a formal system in place for checking **fire doors, escape routes and exit doors** e.g. ensuring they remain in good condition; they close/meet properly; intumescent strips/smoke seals are in good condition, self-closing devices are operational, final exits can be easily opened without the use of a key etc. Miss A Little is responsible for checking and recording the condition of fire doors, escape routes and exit doors each month. Faults will be recorded in the fire logbook and actions taken on a risk priority basis as funds allow.

FIRE DRILLS

These are held at the beginning of each new term and records are held in the fire logbook. **Drills are conducted at varying times of day to ensure that ALL staff and pupils can participate in fire practices including for example, part time pupils (i.e. Nursery) and part time Staff.**

CATERING STAFF

All fire procedures and practices apply to catering staff. Kitchen staff must ensure that if the alarm is activated, they switch off any gas, LPG or electrical equipment that they may be using (if safe to do so) such as the deep fat fryer or oven for example and evacuate the building by the nearest available exit, meeting at the assembly point.

FIRE-FIGHTING EQUIPMENT AND LOCATION

See separate plan for types of extinguisher and location.

Type of fires these can be used on:

Water	Completely RED body. Use on paper, cardboard, wood and clothes NEVER USE ON ELECTRICAL EQUIPMENT OR FLAMMABLE LIQUIDS. Can hit a target up to 6 metres distant.
Dry Powder	Red body (possibly with blue somewhere on the upper half of the extinguisher). Effective on most types of fire but have a good VACUUM CLEANER handy after use. Particularly effective on flammable liquid and metal fires.

Carbon Dioxide (CO₂)	Red body (possibly with black somewhere on the upper half of the extinguisher). Effective on flammable liquid and particularly effective on electrical fires. Very noisy when in use and do not hold the discharge horn/nozzle as it will freeze during use and will burn your hand. Can hit a target up to 2 metres distant. Should not be used in confined spaces or poorly ventilated areas.
Foam	Red body (possibly with cream somewhere on the upper half of the extinguisher). Specialist use on flammable liquids and also effective on carbonaceous fires. Some training required to use effectively. Can hit a target up to 4 metres distant.
Fire Blanket	Effective at smothering a fire and protecting you from heat and flames. To operate, remove from container and unfold. Ensure you grip the blanket in such a way that your hands are inside the fold. Hold the blanket in front of you and lay it over the burning material, do not throw the blanket.

If it is safe to do so, **staff who have been trained and are familiar with fire-fighting equipment** may attempt to tackle the fire. They must always ensure their means of escape is not compromised. If they do not feel competent they must not stay to fight the fire but must evacuate the building. It must be stressed fire-fighting equipment is provided for fighting small fires in the early stages. **IF IN DOUBT – GET OUT AND STAY OUT!**

FIRE LOGBOOK

This is kept in the school office.

LUNCHTIMES

A register of children on the premises at lunchtime is held in the office. In the event of a fire, the member of staff on duty, i.e. Mrs L Robinson, is responsible for handing out these lists to enable the correct roll call to be taken. If the fire alarm is sounded, adults on duty in the Dining Hall, classrooms, cloakrooms and playground should gather all the children well away from the building and ensure no child re-enters the building. The Head teacher will ensure, as far as it is reasonably practicable, that everyone is out of the building.

LIAISON WITH THE FIRE AND RESCUE SERVICE

The Head teacher, in her role as the Fire Safety Manager or Miss A Little in her absence is responsible for liaising with the Fire and Rescue Service on arrival. The following information should be made available to the Fire and Rescue Service ASAP:

- Results of Roll Call i.e. has everyone been accounted for
- Location of fire (if known)
- Emergency Information Pack for the premises containing:
 - Fire Evacuation Procedures;
 - Floor plans of the building(s);
 - Location of nearest fire hydrant(s);
 - Electric, gas & water shut off switch/valve locations;
 - Type, location and quantity of dangerous or hazardous materials or materials likely affect fire fighters;
 - Location of asbestos containing materials (Asbestos Register);
 - Staff & Governor lists;
 - Contact list of key contractors/others;
 - Insurance details.
- The Fire Risk Assessment Folder

No-one will be permitted to re-enter the building until the Fire and Rescue Service have given the 'all clear'. Two fire wardens have been nominated for each unit to check for pupils when the bell sounds. Miss Green and Miss Hodgson.

ASSISTING VULNERABLE PEOPLE/PEOPLE WITH DISABILITIES

There are currently no children/young people or staff or regular visitors that visit the site with disabilities i.e. mobility difficulties, wheelchair users, visually or hearing impaired or with special needs. Should this situation change in the future, Personal Emergency Evacuation Plans (PEEP's) must be developed for each specific child/young person or staff member, which outlines how and by whom they will be evacuated or assisted to evacuate.

General Emergency Evacuation Plans (GEEP's) will be developed for members of the public and other non-regular visitors with additional needs. A sign will be displayed at reception highlighting that we operate a scheme of assisted evacuation where required.

CONTRACTORS/VISITORS

All contractors or visitors and all persons hiring the premises must be familiarised with the site Fire Safety Arrangements. They must be informed of the following:

- All available final exits and the means of escape;
- The location of all fire-fighting equipment in the areas they will be frequenting;
- The location of the Fire Alarm Call Points and how to activate them;
- Any hazards they may encounter;
- The location of the Assembly Point;
- What to do if the Fire Alarm is activated;
- If Hot Work is to be carried out a strict Permit to Work must be operated;
- Fire Safety and Evacuation Procedures form part of the premises Lettings Arrangements/Conditions of Hire.

NUMBER OF STAFF NEEDED TO CARRY OUT EMERGENCY PLAN

To implement the evacuation plan, 12 trained staff are needed on duty.

EQUIPMENT NEEDED TO EFFECT THE EMERGENCY PLAN

This will vary depending on the site and fire measures in place but could include mobile phone, two-way radio, torches, hi-visibility tabards, Evac-chairs etc.

VARIATIONS TO THE PLAN

Variation to the usual plan may occur in specific instances. Including:

- Performances/Events - Evacuation Plans are to be completed before each performance involving a significant increase of people in the hall.
- Failure of fire detection systems - If any safety systems were to fail
- Lone Working – Lone workers who detect a fire sound the alarm using the break glass points located around school. If it is safe to do so, a phone call should be made to the emergency services. However personal safety is a priority and leaving the building by the nearest fire exit and raising the alarm & telephoning 999 from their mobile or at a nearby house should be the course of action if appropriate.
- During 2015-2016 asbestos removal/re-wiring project – refer to section on 'Detection & Raising the Alarm' above.

TRAINING

All staff will receive basic fire safety induction training and attend refresher sessions at pre-determined intervals. It is essential that they are fully conversant with all the aspects of the fire strategy for the premises, not only the evacuation procedure, but day-to-day fire prevention and protection measures. We will ensure that all staff (including part time and temporary), children/young people, visitors and contractors are told about the emergency plan and are shown the escape routes. The training will take account of the findings of the fire risk assessment and will include the role that those members of staff will be expected to carry out if a fire occurs. As a minimum all staff will receive training about:

- the items listed in our emergency plan;
- the importance of fire doors and other basic fire-prevention measures;
- where relevant, the appropriate use of fire fighting equipment;
- the importance of reporting to the assembly area;
- exit routes and the operation of exit devices, including physically walking these routes;
- general matters such as permitted smoking areas or restrictions on cooking other than in designated areas; and
- assisting disabled persons where necessary.

All employees will be made aware of the evacuation procedures and the training will include:

- General fire safety / hazard awareness;
- the items listed in our Fire Management Policy/Emergency Plan;
- Knowledge of the fire alarm signal and how to raise the alarm;

- The action to be taken on hearing the alarm;
- Knowledge of the escape routes and fire exits;
- Understanding the procedures to help disabled persons;
- The location of the fire assembly area;
- The importance of attending the roll call and reporting missing persons;
- The dangers of re-entering the building unless authorised to do so;
- The correct method for stopping machines and/or processes and isolating power supplies where appropriate;
- The knowledge to allow them to carry out specific tasks or duties competently where appropriate, i.e. use of fire extinguishers, acting as a Fire Warden etc.;
- Information about any special fire hazards or risks and the action required;
- general matters such as permitted smoking areas or restrictions on cooking other than in designated areas; and;
- assisting disabled persons where necessary.

Details of the training provided will be recorded in the Fire Logbook.

It is good practice to provide pupils/students/children/young people with some form of fire safety training so that they are aware of the actions to be taken in the event of a fire. This will include instruction on the:

- details of the emergency plan;
- importance of fire doors and other basic fire-prevention measures;
- importance of reporting to the assembly area; and
- exit routes and the operation of exit devices

Staff expected to undertake the role of the Responsible Person, Fire Safety Manager, their Deputy and Fire Wardens/Marshals will require more comprehensive training which will include:

- detailed knowledge of the fire safety strategy of the premises;
- awareness of human behaviour in fires;
- how to encourage others to use the most appropriate escape route;
- how to search safely and recognise areas that are unsafe to enter;
- the difficulties that some people, particularly if disabled, may have in escaping and any special evacuation arrangements that have been pre-planned;
- additional training in the use of fire-fighting equipment; and
- reporting of faults, incidents and near misses.

Evacuation Assistants (those who assist others with additional needs) will receive:

- Instruction on the use of any relevant evacuation devices such as Evac Chairs for example;
- Awareness of the content of any PEEPs or GEEPs in place for areas they would be expected to cover with the evac chair;
- Manual handling training;
- Training and instruction in the means of Assistance available for the building.

Section 5: Arson Prevention Strategy

Malicious arson attacks are the single largest cause of fires and can present a considerable risk to other premises. Prevention of such attacks is extremely difficult but through awareness and adoption of good fire prevention practice it is possible to deter the arsonists and to limit the damage caused. The Arson Prevention Bureau's research shows that the great majority malicious fires take place outside working hours with a peak at around 11pm. Many fires are started outside buildings often with material found easily to hand (such as in bins or rubbish skips). The use of an accelerant, such as petrol, is comparatively rare.

Adequate security is essential if the premises are to be protected against intruders, the first line of defence against arson. An external fire, in rubbish or a vehicle for example, can spread into a building and burning materials can be thrown through broken windows and other openings that are too small for an intruder to enter.

For a fire to start there must be fuel, oxygen and a means of ignition. Oxygen is freely available, but arsonists rarely provide their own fuel; almost invariably they use convenient materials outside or within the building to start the fire. The importance of reducing the availability of easily ignitable materials cannot be over-emphasised.

ASSESSING THE BUILDING'S VULNERABILITY TO ARSON ATTACK

In order to prevent arson, premises management must first assess the vulnerability of the building(s) to attack. The Responsible Person will undertake a formal assessment of our premises' vulnerability to Arson Attack using the Questionnaire found at the rear of this Section. This assessment will be reviewed on an annual basis alongside the Fire Risk Assessment Review. An informal monthly inspection will also be carried out to assess the standards of arson prevention being achieved – this will be undertaken by Diane Sharp.

DEVELOPING AN ACTION PLAN AGAINST ARSON

Once the assessment has been carried out, the next priority is to address the weaknesses identified. These may not all require significant financial resources but may involve housekeeping or training issues.

The Responsible Person will have overall responsibility for initiatives against the threat of arson. The arson prevention strategy is to be incorporated in the premises' Fire Risk Assessment 'Action Plan' and will be supported and endorsed by the governing body/directors.

EXISTING ARSON PREVENTION STRATEGIES

The prevention of arson attacks at Inglewood Community Nursery & Infant School falls into a logical process:

- Deter unauthorised entry onto the site;
- Prevent unauthorised entry into the building;
- Reduce the opportunity for an offender to start a fire;
- Reduce the scope for potential fire damage;
- Reduce subsequent losses and disruption from a fire by preparing a disaster recovery plan.

Additional precautions may also be required during close-down periods such as school holiday periods and during ongoing building work. These are discussed at the end of this section.

Deter unauthorised entry onto the site:

- We discourage unauthorised entry onto the site by the use of signs and by delineating where practicable the boundary of the site by use of a robust fence and/or hedge;
- We ensure the site is adequately lit externally during the hours of darkness;
- We remove any graffiti that appears on the premises without delay. If left to accumulate, vandals and arsonists will begin to view the site as being a legitimate target of little or no value.

Prevent unauthorised entry into the building:

- The weakest points of entry into the building(s) are the windows and doors. These are maintained in a sound condition and are always closed, and where possible, locked at the end of each working day.
- All external doors are fitted with approved locks and secured immediately the building is vacated.
- Door frame construction is maintained sound and in good condition.
- There is no letterbox at our premises.
- External glazing is checked regularly for damage both on security and safety grounds. Repairs are made quickly.
- Break-ins via roof-lights are prevented by the installation of grills or bars within the inside of the frame.
- Low level glazing is avoided both on security and safety grounds. Where this is not possible, glazing is laminated or toughened, and securely fixed within the frame.
- We foster relationships with neighbours who are able to observe out-of-hours activity on the premises. In addition, we are involved in the local Neighbourhood Watch schemes in conjunction with the local police.
- With the premises being used out of normal hours and opening the premises to a wider public, access to the other parts of the building(s) is limited. This forms part of our Lettings Arrangements/Conditions of Hire.
- Regular checks are made of areas where there are flat roofs to ensure there are no breaches of security.
- An intruder alarm system has been installed without a monitored link to an alarm receiving station.

Reduce the opportunity for an offender to start a fire:

We take every opportunity to eliminate combustible material on the outside of the building:

- Refuse/ recycling bins are secured by padlock and chain away from any building to prevent them being moved against the building and set alight.
- Sheds and other external buildings are kept locked and sited, where possible, at least 8 metres away from any building/structure.

- External litter bins are not fixed to walls or under roofs constructed of combustible materials, but secured to the ground away from the building
- All internal and external litter/waste bins are emptied each day as part of the close down routine.
- Wherever possible, staff avoid placing combustible materials on internal window sills as a common method of attack is to break a window and set fire to combustibles within reach.
- Where waste skips are hired, these are of the lockable type or are sited at least 8m from any building or structure.
- Regular checks are made to ensure shrubs and undergrowth is not allowed to encroach against buildings as they are, when dry, a source of ignition.
- Temporary buildings/portacabins are skirted to prevent anyone starting a fire underneath.
- All external gates are closed / locked at night as part of the close down routine.
- Fire safety is regularly discussed with children/young people. We will also, from time to time, bring in outside speakers such as members of the Fire and Rescue Service or Police, to warn children/young people against the risk to life and property of fires and to explain how quickly a small fire can become something much more serious.

Reduce the scope for potential fire damage:

- Compartmentation (fire-stops in the roof/ceiling voids) is an essential element of the design of our building.
- During alterations and maintenance, consideration is always given to providing additional fire-break walls or doors to separate the building into compartments.
- During any new building projects, we will consider installing Sprinkler systems.
- Partition walls are inspected regularly. When any maintenance, repair or alteration has been finished, such as installation of pipes/cables through partitions, the gaps around pipe work are made good with fire retardant sealant.
- Equipment of high material value, such as audio visual aids, laptops are located in a secure, separate room where it will be out of sight and better protected in a fire.
- Early warning of the outbreak of fire can significantly reduce the losses if early firefighting can be initiated. An automatic fire detection system, has been installed in our premises which is maintained. This system is not linked to an alarm receiving station.
- We try to ensure that children/young people do not bring cigarette lighters and matches onto the premises.
- Staff are aware of the danger of children/young people being unsupervised in cloakrooms and corridors.
- When not in use, all candles and matches are stored securely out of the reach of the children/young people and opportunist vandals.
- A nominated person Sue Crozier ensures that all external doors and windows have been secured once the premises have been vacated at the end of the day.
- We ensure that contractors working on site have limited access to the whole building wherever possible and follow a strict Permit to Work for any hot works undertaken on site.

Reduce subsequent losses and disruption from a fire:

- We have developed a comprehensive Critical Incident & Recovery Plan which details how we manage crises as they occur along with detail of how we can reduce losses and disruption as a result of a number of emergencies, including fire.
- There is sufficient fire fighting equipment located around the building(s).
- Members of staff are adequately trained in fire procedures, including how to summon the Fire and Rescue Service, building evacuation and the use of fire fighting equipment. They are also aware of the location of high value materials and equipment, particularly school/setting records which may be irreplaceable, and have knowledge of a salvage plan to recover these items.

Close-Down Precautions (During periods of close down such as holidays)

The most common time for an arson attack to occur is when the building is unoccupied. While we can never guarantee that an arson attack will not occur by following some simple recommendations we can reduce the risk by:

CLOSE-DOWN PROCEDURE CHECKLIST	
All flammable materials are locked away.	<i>An arsonist can make use of flammable liquids to accelerate a fire.</i>
All valuable equipment is secured.	<i>Unsecured valuables and cash are an inducement for a 'break-in'.</i>
All rubbish/waste has been removed from the building and placed in secure storage. If your bin area is currently near your	<i>Reducing the fire load within the school can reduce a fire spreading. External waste</i>

CLOSE-DOWN PROCEDURE CHECKLIST	
buildings then look for ways to make sure that they cannot be pushed up against the building, particularly close to windows or roof eaves and set alight. Remember they can also be used as extra height to gain access to roof areas. It might be appropriate to build a new, detached bin store. If so, its design should accept the possibility that the bins inside may be set on fire and therefore allow their contents to burn safely. When there is no segregated bin storage, wheeled bins should be chained together and to an immobile object, such as a metal stake, at least 8 metres from any building.	<i>storage areas are a prime target for the fire raiser.</i>
Check before closure that everyone has vacated the premises and all rooms, especially toilets and showers have been checked for anyone hiding.	<i>Don't allow an arsonist easy access to the building(s).</i>
The external lighting is working correctly.	<i>Well lit external areas will deter intruders and also improve the performance of any closed circuit security cameras.</i>
All windows are shut and locked.	<i>Secure premises act as a deterrent to opportunist intruders.</i>
All internal doors are closed and locked where practical.	<i>Prevent an intruder gaining ready access to the whole premises and prevents the spread of fire.</i>
The intruder alarm and fire alarm systems have been correctly set.	<i>An intruder system acts as a deterrent and an early warning of an intruder can reduce the damage they can cause.</i>
All the external doors have been secured.	<i>Secure premises act as a deterrent to opportunist intruders.</i>
Gates in the perimeter fences are shut.	<i>Perimeter security is the first line of defence against intruders and arsonists.</i>

Building Contractors

Building contractors working in schools can significantly increase the risk of fire as they may be carrying out operations using heat: plumbing work, paint stripping and repairing flat roofs are possibly the most common examples of high risk work. They may also store combustible materials or flammable liquids in, or close to, the buildings, which could act as a readymade fuel supply for a fire. Examples include petrol, paints, thinners, propane cylinders and waste skips.

The work may also interfere with the normal security measures of the premises and make it more vulnerable to attack. An example is scaffolding erected against the building which gives an intruder easy access to the upper floors. During these periods the contractors will have access to the building(s) but supervision by staff may be minimal, so it is important to anticipate these risks by discussing with a contractor how the work is intended to be carried out. Similarly, arrangements for the proper storage of combustible materials, flammable liquids, gases and the siting of skips will be agreed before the contractor comes on site.

ARSON VULNERABILITY ASSESSMENT

A	RISK FACTORS	YES	NO
1	Is your premises system-built, with extensive use of lightweight materials or timber construction?		X
2	Is combustible waste regularly removed from the premises and placed in a secure bin/bin store sited away from any buildings?	X	
3	Is there a real crime problem in the locality of your premises?		X
4	Are all parts of the premises perimeter observed easily by surrounding houses?	X	
5	Have you suffered more than 2 arson attacks in the past 3 years?		X
6	Have you suffered more than 10 incidences of vandalism in the past 12 months?		X
7	Have you experienced more than 5 incidences of theft or break-ins during the past 12 months?		X
8	Is the site easily accessible to the public and is trespass a problem?		X
9	Is the external perimeter of the premises (doors/windows/roofs) vulnerable to intruders?		X
10	Are management and staff aware of the need of effective visitor monitoring, key security and locking procedures?	X	
SCORE "A" - Score only answers in the shaded boxes			
B	RISK REDUCTION FEATURES	YES	NO
1	Is your premises fitted with an automatic sprinkler or fire detection system linked to an alarm receiving station?		X
2	Is your premises fitted with an intruder alarm with a monitored link to an alarm receiving station?		X
3	Is the premises perimeter and grounds monitored by a Closed Circuit TV system?	X	
4	Is the site bounded by palisade or weldmesh fencing, to a height of two metres?	X	
5	Are the premises regularly patrolled by an external security service, with communication links to a central monitoring station?		X
SCORE "B" - Score only answers in the shaded boxes			
OVERALL SCORE (A-B)			

A score of 6 or more indicates the premises may be vulnerable to an arson attack. Remedial Action(s) may be required and any additional controls put in place to manage risks, must be documented within your Fire Risk Assessment 'Action Plan'.

3.21 Other Emergency Procedures

References

Emergencies and your school – Emergency Planning Unit CCC
Guidance Notes on suspicious packages – Emergency Planning Unit CCC
Emergency Closures Advice (LA poster)
Safety Advice Note SAN(G)31
School Critical Incident & Recovery Plan

Procedures

Details of our procedures for managing emergencies and crises can be found in the School Critical Incident & Recovery Plan held separately.

3.22 General Housekeeping / Hygiene

References

Workplace (Health, Safety and Welfare) Regulations 1992
Management of Health and Safety at Work Regulations 1999
Compliance Monitoring in Council Buildings

Procedures

Playground

Surfaces to be kept free of large stones and sticks etc. Any holes to be reported immediately. Children never to be left unsupervised on the playground. Two adults to each yard Children to be regularly reminded to take care when playing on the yard, i.e. look where you are going to avoid accidents.

Outdoor Playground Equipment & Surfacing

- This is informally visually inspected at the beginning of each school day.
- Formal weekly inspections are also undertaken by Allison Little and records held in the meeting room office.
- This also undergoes formal inspection and servicing on an annual basis by a competent contractor Sportsafe UK
- Consideration will always be given to weather conditions and outdoor play equipment will NOT be used during wet or icy conditions.
- Where equipment is sited on grassed areas it will be kept out of use in wet weather and for an appropriate length of time afterward to allow the ground to be sufficiently dry.

Grassed area (in Summer time)

Surface to be regularly cut and checked for hidden stones etc. Children to be kept away from surrounding fencing and hedging. Adults do not take drinks out when on duty.

Fabric of building

Regular checks carried out by Cleaner in Charge and Head teacher. Any damage e.g. brickwork, broken windows or door frames will be repaired as soon as possible.

Classrooms

- Classrooms are set out so that easy access is available to all equipment and between tables, chairs and other furniture as far as possible.
- Art corners are set up as close to the sinks as possible so that water or paint is not spilled on the floor.
- No hot drinks are consumed in the classroom by adults whilst lessons are in session.
- When using scissors, children are constantly reminded on how to hold them. They are discouraged from moving around the room with scissors in their hands. Scissors are always stored safely after use.
- Pencils are never sharpened at both ends.
- Any containers used by the children are made of plastic i.e. cups/paint pots.
- Children are constantly reminded that chairs have four legs and that all four legs stay on the ground.
- Children are not allowed to stand on chairs or other pieces of furniture.

- The school and class rules remind children that they must move around the school and classroom in a quiet and orderly manner. The consequences are regularly discussed.

Dining Room

Children are supervised by Midday Dining Room Supervisors. Any spills of drinks etc are cleaned up straight away to avoid slippery floors.

Toilets/Hygiene

The rules for general hygiene must be understood by all and notices should be displayed in toilets etc. as follows:

FLUSH TOILET AFTER USE

WASH AND DRY HANDS AFTER USING THE TOILET

General

1. All floor areas will be kept tidy.
2. All spillages will be cleaned up immediately to remove the risk of slipping and if necessary, wet floor warning signs displayed.
3. Articles must not be stored where they will block or restrict access to fire escape routes, or obstruct gangways or stairs. Cabinets, shelving, racks etc. used for storage should be stable and where possible secured to the wall to prevent toppling. Items will not be kept on top of cabinets, or in other places where they can become dislodged and fall onto persons.
4. Where articles are kept on shelving at above shoulder height, a suitable platform stepladder will be provided to allow safe access.
5. Inappropriate storage of items or supplies can create tripping hazards and obstructions and increase the risk of fire. Storage space is at a premium within the School, so all staff must ensure that the storage of articles in their departments/classrooms does not give rise to health and safety risks.
6. All machinery and equipment will be checked before use for obvious defects and any defects reported to the appropriate manager.
7. All machinery and equipment should have the appropriate guarding system in place before using and must only be used by trained and authorised users.
8. Photocopiers will never be used with the lid raised.

3.23 Supporting Pupils at School with Medical Conditions

Refer to the school's Supporting Pupils with Medical Conditions Policy and procedures held separately.

3.24 Control of Contractors

References

Safety Advice Note (G)18a
CCC Health & Safety Code of Practice for Contractors
CCC Safety Procedures No. 18

Procedures

The Head teacher must ensure that any contractor working in school is competent to do so. Contractors will be selected in accordance with the Cumbria County Council Contractor Health and Safety Code of Practice, a copy of which will be supplied to and signed by new Contractors working in school. Useful indicators are:

- past performance, reputation and satisfactory work in school or other Council premises;
- they may be supplied by the LA e.g. on their 'approved list';
- submission of suitable and sufficient risk assessments/method statements;
- membership of trade bodies (e.g. Gas Safe Registered, ECA, IET etc.);
- accreditation by trade bodies etc.;
- general health and safety awareness;
- they must be properly insured and will indemnify the School for any claim, etc.

Contractors should telephone the Head teacher/Cleaner in Charge/A Little and make appropriate arrangements before commencing work. The Head teacher has a responsibility to ensure that effective liaison takes place between the school and contractors and that both parties are clear about their responsibilities. Contractors on school site can pose additional risks which may affect security, access and egress, fire evacuation etc. which should be addressed by the Head teacher and contractor through the risk assessment process. Suitable method statements or equivalent will be made available for contracted work and suitably scrutinised.

All Contractors will be provided with documented safety information relating to the school and site which includes expected behaviour (code of conduct/contractor safety information sheet), local rules and procedures including emergency procedures, information about safeguarding etc. Contractors are referred to the school Asbestos Register, which highlights the known and suspected areas that may contain asbestos before any **intrusive** works commence.

When they arrive, all contractors should report to the Head teacher/Cleaner in Charge/A Little. Contractors work under the close supervision of the Cleaner in Charge/A Little/Head teacher, so that there is no danger to the health and safety of children or adults in school. Any concerns should be reported to the Head teacher, the contractors and the appropriate department of the LA/other Advisory body.

Where relevant joint health and safety inspections or other monitoring arrangements of contracted activities will place. Work will be inspected before the contractor leaves site and there are designated persons to monitor contractors on school premises (Cleaner-in-Charge/A Little). Contractors are informed of the designated person & advised to contact them prior to commencing work.

In the event of extensive work being undertaken on the premises, contractors will meet with the Head teacher, members of the governing body and designers or the Principal Designer. Health and safety issues will be discussed at regular meetings between the contractor and the client with matters arising actioned within appropriate timescales or escalated.

If the work being carried out has a dangerous element, it must not be carried out at times when the children are in the vicinity and could be affected. Children should be warned to keep away from any vehicle that may be in the playground.

When not in use, any equipment that contractors bring into school should be stored in a safe place. No repairs or maintenance can be carried out in areas that children or adults are occupying; this includes cloakroom and toilet areas. Contractors will not be permitted to use any school equipment e.g. ladders/step ladders etc. No work should be in progress in the playground/dining hall during break times and lunchtime.

Inglewood Community Nursery and Infant School requests that Contractors refrain from the following practices.

- Smoking in the building or in the grounds, as Inglewood Community Nursery and Infant School is a no smoking school.
- Talking to the children who have been taught not to talk to strangers.
- Moving vehicles while children are at play.
- Working on or near the playgrounds while the children are at play.
- Leaving equipment lying around or unattended.
- Playing music during school hours.

Further guidance on dealing with contractors is provided in Safety Advice Note (G)18a.

3.25 Construction Work

References

Safety Advice Note (G)18b
Construction (Design & Management) Regulations (CDM) 2015
CCC Safety Procedures No. 18

Procedures

Construction work can be defined as redecoration, roof work, rewiring, general refurbishment and the building of extensions etc. **ALL** construction work is covered by the Construction (Design and Management) Regulations 2015 regardless of the scale of the project or duration of the work.

The Construction (Design and Management) Regulations 2007 were replaced on 06 April 2015. The main changes to the Regulations are as follows:

- CDM Coordinator role replaced by a 'Principal Designer': When the regulations come into force a Client will need to appoint a 'Principal Designer' for all projects (regardless of size or duration) involving more than one contractor on site at one time. Any Designers appointed should not carry out any work beyond initial design unless the Principal Designer has confirmed that the Client is aware of their duties.
- Principal Designer and Principal Contractor appointed for **all** projects with more than one Contractor on site (regardless of size or duration): The Client must appoint both the Principal Designer and Principal Contractor in writing, otherwise they are deemed to be carrying out these roles. The Regulations contain enhanced transitional provisions to cover projects which are already underway on 06 April 2015. These will allow for CDM coordinators already appointed on projects which span 06 April 2015 to remain in post for six months, or to the end of the project, whichever is earlier, at which point a Principal Designer must then be appointed.
- Threshold for notification: The Client will need to notify the HSE of projects before works commence if they will exceed 30 construction days with 20 or more workers working simultaneously at any point in the project or if the project exceeds 500 person days.
- 'Explicit competence' requirements removed: The Client will need to ensure those that are to be appointed (i.e. Designer, Contractor or Principal Contractor and Principal Designer) can demonstrate appropriate information, instruction, training and supervision. By splitting 'competence' into its component parts of skills, knowledge, training and experience, and - if they are an organisation - organisational capability, provides clarity for the industry to assess and demonstrate that construction project teams have the right attributes to deliver a healthy and safe project.
- Anyone working on a construction project should be able to demonstrate capability and have the necessary resources to fulfil legal duties. They must provide sufficient information in relation to the preparation, provision and, where necessary, revision of health and safety information such as Pre-Construction Information, Construction Phase Plans and Health & Safety Files.

Many clients, particularly those who only occasionally have construction work done, are not experts in construction work. Although Clients are not expected to actively manage or supervise the work themselves, they have a big influence over the way the work is carried out. Whatever the size of the project, Clients decide which designer and contractor will carry out the work and how much money, time and resource is available. As a Client, we need to do the following:

Appoint the right people at the right time

- If more than one contractor will be involved in the project, we will need to appoint (in writing) a principal designer and a principal contractor.
- Designers and contractors need to have the skills, knowledge and experience to identify, reduce and manage health and safety risks. This is also the case if they are a company (known as having 'organisational capability' for the job). The designers and the contractors should be able to give references from previous clients for similar work and explain how they will achieve this.
- Professional bodies can help us choose our architect and other designers. The Safety Schemes in Procurement (SSIP) website has lists of businesses which have been assessed on their health and safety management. A contractor may be a member of a trade association.
- If we do not appoint a principal designer or principal contractor we will be responsible for the things that they should have done.

Ensure There Are Arrangements In Place for Managing and Organising the Project

The work is more likely to be done without harming anyone and on time if it is properly planned and managed. Sometimes the work is complex and uses many different trades. The principal designer should understand these types of risks and try to avoid them when designing our project. The principal contractor or builder should manage the risks on site.

Allow Adequate Time

Work that is rushed is likely to be unsafe and of poor quality. We will allow enough time for the design, planning and construction work to be undertaken properly.

Provide information to Designers and Contractors

- Our designer and builder will need information about what we want built, the site and existing structures or hazards that may be present such as asbestos, overhead cables, and buried services. Providing this information at an early stage will help them to plan, budget and work around problems. Our principal designer can help us gather this information.
- Putting together a 'client brief' at the earliest stages which includes as much information as we have about the project, along with the timescales and budget for the build and how we expect the project to be managed can help us to set the standards for managing health and safety.

Communicate with Designers and Building Contractors

- Projects will only run efficiently if everyone involved in the work communicates, cooperates and coordinates with each other.
- During the design and planning stage, we will discuss with our designer and contractor issues affecting what will be built, how it will be built, how it will be used and how it will be maintained when finished. This will avoid people being harmed or having unexpected costs because issues were not considered when design changes could still easily be made.
- Meeting with our designer and contractor as the work progresses gives an opportunity to deal with problems that may arise and discuss health and safety which will help to ensure that the work progresses as planned.

Ensure Adequate Welfare Facilities on Site

We will ensure that our contractor has made arrangements for adequate welfare facilities for their workers before the work starts.

Ensure a Construction Phase Plan is in place

The principal contractor (or contractor if there is only one contractor) has to draw up a plan explaining how health and safety risks will be managed. This should be proportionate to the scale of the work and associated risks and we will not allow work to start on site until there is a plan.

Keep the Health and Safety File

At the end of the build the principal designer should give us a health and safety file. If the principal designer leaves before the end of the project, the principal contractor (or contractor if there is only one contractor) should do this. It is a record of useful information which will help us manage health and safety risks during any future maintenance, repair, construction work or demolition. We will keep the file, make it available to anyone who needs to alter or maintain the building, and update it if circumstances change.

Protecting Members of the Public, including our Employees

- As an employer, who has members of the public visiting our premises, we need to be sure that they are protected from the risks of construction work.
- We will discuss with our designer and contractor how the construction work may affect how we run the school, e.g. we may have to re-route pedestrian access; make sure signs to our entrance are clear; or change the way our deliveries operate.

Ensure Workplaces are Designed Correctly

If our project is for a new workplace or alterations to an existing workplace, it must meet the standards set out in the Workplace (Health, Safety and Welfare) Regulations 1992.

Notifying Construction Projects

Where construction work will last longer than 30 days with more than 20 workers working at the same time, or involving 500 person days of work, we will notify the HSE of the project as soon as possible before construction work starts. In practice, we may request someone else to do this on our behalf.

Further guidance can be found in Safety Advice Note (G)18b or [General Safety Series G18b on the KAHSC website](#).

3.26 Premises Management - Safety and Suitability of Premises, Environment and Equipment

References

Provision and Use of Work Equipment Regulations 1998
Workplace (Health, Safety and Welfare Regulations) 1992
School Premises Regulations 2012
CCC Safety Advice Notes and Safety Procedures Manual
KAHSC Codes of Practice
School Buildings Register
School Child Protection Policy
Compliance Monitoring in Council Buildings

Procedures

We will ensure that our premises, including outdoor spaces, are fit for purpose. Spaces, furniture, equipment and toys will be safe for children to use and premises will be secure. We will keep premises and equipment clean, and be aware of, and comply with, requirements of health and safety legislation (including hygiene requirements). Other procedures within the school Health and Safety Policy Arrangements cover identifying, reporting and dealing with accidents and first aid.

We will take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency, and have an emergency evacuation procedure. We have appropriate fire detection and control equipment (for example, fire alarms, smoke detectors, and fire extinguishers) which is kept in working order. Fire exits are clearly identifiable, and fire doors are kept free of obstruction and are easily opened from the inside. Refer to the school Procedures for Managing Fire Risks.

We operate a strict no smoking policy, which prevents smoking in a room, or outside play area, when children are present or about to be present. Further guidance can be found in our Smokefree School Procedures.

We will only release children into the care of individuals who have been notified to us by the parent, and will ensure that children do not leave the premises unsupervised. Further guidance can be found in our Supervision Procedures.

We have clear and well-understood procedures for assessing any risks to children's safety, and review risk assessments regularly. Risk assessments inform staff practice, and demonstrate how we are managing risks. Risk assessments identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised. Detailed guidance can be found in our Risk Assessment Procedures.

Children will be kept safe while on outings, and we obtain written parental permission for children to take part in outings. We assess the risks or hazards which may arise, and identify the steps to be taken to remove, minimise and manage those risks and hazards. The assessment includes consideration of adult to child ratios. We consider what additional measures are necessary when children stay overnight. Detailed guidance can be found in our Educational Visits Procedures.

All staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light – see Defect Reporting. We operate within a whole school community ethos and welcome comments from pupils/students, parents and others about areas that may need improvement as well as what we are doing well. All employees are required to inspect visually their work equipment and to report any faults before use and not to use equipment if it is deemed unsafe, i.e. checking for cable damage etc. Any faulty piece of equipment will be taken out of service, labelled as out of service, and moved to an area where it cannot be used. It will not be returned to normal use unless it has been checked by a competent person and repaired if necessary. No private equipment is to be used unless it has been deemed safe by a competent person. Refer to Electrical Safety for further information.

The Governors (or Sub Committee) will undertake health and safety inspections of the school buildings, grounds and activities on at least an annual basis to ensure defects are identified and actions taken to remove them.

Governors will also monitor the effectiveness of the implementation of the Health Safety Policy by undertaking documented Governor Health and Safety Monitoring throughout each school year – refer to Monitoring and Inspection of the Workplace, Systems and Procedures for further details.

We will take all reasonable steps to prevent unauthorised persons entering the premises. Appropriate checks will be undertaken in respect of visitors and volunteers coming into school. Visitors will be expected to sign in and out via the office visitors log and to display a visitors badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance. Detailed guidance can be found in our Procedures for Security and Lone Working and within the school Child Protection Policy.

The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site. Detailed guidance can be found in the Whole School Behaviour Policy. Please also refer to the DfES (now DfE) document 'A Legal Toolkit for Schools [Click here to access](#).

All employees are reminded of their obligation to participate in training when provided to ensure that they understand how to work safely with all equipment that they use, and to work to the guidelines provided in the training and subsequently by their manager.

All services, systems and equipment will be maintained in a safe condition in accordance with legal requirements and manufacturer's instructions (refer to KAHSC General Safety Series G25). Maintenance records will be stored in the school Buildings Register.

3.27 Glazing

References

Workplace (Health, Safety and Welfare) Regulations 1992
Management of Health and Safety at Work Regulations 1999
[Glass and Glazing Federation](#)
Compliance Monitoring in Council Buildings

Procedures

Glazing requirements are covered under Regulation 14 of the Workplace (Health, Safety and Welfare) Regulations 1992 and the duty to comply with the regulations falls to the employer or those in control of the premises. Under the Regulation every window or other transparent or translucent surface in a wall, partition, door or gate should, **where necessary for reasons of health or safety**, be of a safety material or be protected against breakage and be appropriately marked.

The most likely locations for impacts leading to cutting and piercing injuries are in doors and door side panels and at low level in walls and partitions. In doors and door side panels, the risk is at its greatest between floor and shoulder levels, when near to door handles and push plates, especially when normal building movement causes doors to stick. Hands, wrists, and arms are particularly vulnerable. In walls and partitions, away from doors, the risks are predominantly at low level. At that level, children are especially vulnerable.

Glazing in critical locations is considered reasonably safe if its nature is such that, if breakage did occur, any particles would be relatively harmless (i.e. by installing toughened glass).

The requirement may also be met if the glazing is sufficiently robust to ensure that the risk of breakage is low (i.e. laminated glass or covered with safety film), or if steps are taken to limit the risk of contact with the glazing (i.e. by the use of barriers).

Children with unpredictable behavioural problems may be at increased risk. As such steps must be taken to ensure that glazing will break safely must such a child come into contact with it.

- A systematic check of the school premises was undertaken by the LA in around 2002/03 to ensure that all areas of glass, which may be liable to impact, were identified.

- Care was taken to ensure that high-level glazing which could break and injure those below, cause damage to machinery or have an undesirable effect on the area below e.g. a swimming pool, was also identified and replaced with that which breaks safely.
- Glass in critical locations was replaced with materials as indicated above.
- Wired glass inherent in fire doors has been replaced with Georgian wired safety glass.
- Where there are large uninterrupted areas of transparent glazing, steps have been taken to identify its presence e.g. by marking or etching the glass to make it apparent to those who might reasonably assume direct access between locations which are separated by glazing.
- Windows and doors are adequately maintained to ensure that they open easily and without effort.
- Those individuals opening windows are not put at risk of falling either through the glass or the subsequent opening.
- Window restrictors have been fitted where the risk of falling from a window opening is apparent. Windows do not open directly onto traffic routes in such a manner that individuals are liable to collide with them.
- Artwork or other material never obscures viewing panels in doors.

Environment

- Broken glass is cleared up immediately it becomes apparent and will be disposed of in a safe manner which will consequently not be harmful to others.
- Particular care is taken to ensure that glazed areas that face ball game pitches are of a safe material.

Competence

- Staff involved in replacing glass are instructed in the types of safety glass available.
- Caretaking staff have been made aware of the need to ensure that critical areas containing glass either need to be guarded or constructed of safety material.
- We outsource the replacement of any glass in school to a competent glazier. We check the credentials of installers and the quality of the work and glass (safety glass should always have a visible 'Kitemark'). All re-glazing will be carried out to Building Regulations and current British Standards.

PPE

Those involved with the replacement of glazed areas will be issued with eye protection, appropriate gloves and protective clothing to reduce the risk of injury.

Monitoring and Review

Records are kept on the premises giving details of the areas of safety glazing fitted – held in the Buildings Register. This ensures that when a piece of glass needs to be replaced in the future, it is replaced with that of a similar nature.

The Risk Assessment is reviewed at least annually (or sooner if circumstances change significantly) to ensure that it remains valid. The risk assessment may be reviewed if areas of school begin to be used for other purposes where the activity is more likely to pose an impact risk; changes in pupil behaviour i.e. the area is used by pupils with unpredictable behaviour, etc.

Where glazing is replaced, for whatever reason, a full risk assessment will be prepared which will determine the type of glass to be used and the method by which it will be replaced. This is particularly relevant with respect to fire doors, escape routes, kitchens, etc. Similarly, when embarking on any building or alteration works (particularly change of use), risk assessments will be prepared.

3.28 Preventing Finger Trapping Incidents

References

Workplace (Health, Safety and Welfare) Regulations 1992
KAHSC General Safety Series G44 – Preventing Finger Trapping Incidents

Procedures

A Risk Assessment has been undertaken to determine the risk of finger trapping incidents at Inglewood Community Nursery & Infant School. Our risk assessment was based on:

- A review of school accident records to establish any doors that may have been involved in finger trapping incidents or near misses (risk assessment reviewed regularly);
- The pupil age group and other characteristics such as special educational needs and behaviour in determining the level of risk;
- Ensuring fire doors and emergency exits have not been compromised when fitting additional safety devices.
- Checking that all doors already fitted with self-closures have a two stage closing action i.e. rapid initial and then slow final close which are regularly maintained.

Control Measures

The following measures are in place to help prevent finger trapping incidents:

- We try to reduce or remove the need for pupils to gather near the doors;
- We ensure that essential equipment is not positioned adjacent to or immediately behind doors e.g. a paper towel dispenser;
- We increase awareness of staff and pupils to potential risks;
- We prevent uncontrolled access to vulnerable doors.

Where such measures are not practicable, finger guarding devices have been installed;

- Doors next to areas where pupils congregate/queue (e.g. in the dining hall);
- Doors near entrances;
- Doors that are susceptible to slamming from strong gusts of wind;
- Heavy doors (with or without dampening mechanisms);
- Areas used by after-school clubs or community use, particularly if these involve younger children.

Wherever possible during replacement or refurbishment of doors then the risk of finger trapping should be designed out. Where this is not possible and there is a significant risk then finger guarding devices will be fitted where required. (e.g. toilet doors, classroom doors in foundation stage etc.)

For both new and existing devices in schools class teachers are responsible for regularly undertaking a brief, informal visual inspection to check the condition of any protective devices fitted. Any obvious defects should be reported in the usual manner so that repairs or replacement can be undertaken.

3.29 Site / Building Security and Personal Safety / Lone Working

References

Safety Advice Note (G)16
KAHSC General Safety Series G01 – Managing Violence in Schools
KAHSC General Safety Series G26 – Nuisance and Trespass on School Sites
KAHSC General Safety Series G42 – Personal Safety on Home Visits
School CCTV Procedures
School Child Protection Policy
School Data Protection Policy

Procedures

The extent of physical and management controls in place has been decided by a robust risk assessment of the likelihood of visitors presenting a risk and the reasonableness of the control measures needed to reduce this risk. Inglewood Community Nursery & Infant School has, through risk assessment, balanced the need to remain a welcoming environment to the community whilst ensuring the safety of all our pupils and staff.

An assessment of the number and type of security incidents (e.g. walkers straying on to school premises and getting into the buildings; vandalism and break-ins, unhygienic detritus such as used syringes and condoms) will highlight how much of a risk a right of way / other security issues may present. We have created a record system of these incidents to show that we are taking the hazard seriously with constant monitoring of the situation. Keeping a record of these will also highlight how much of a risk the right of way and other site access issues may present to enable us to review our risk assessment accordingly. The security risk assessment will be routinely reviewed annually by the Head teacher (or sooner should circumstances change significantly); the findings will

also be used in the review of these Security Procedures.

The school will take all reasonable efforts to restrict access to the building and grounds to prevent unauthorised access to children and ensure the personal safety of staff. The school has close links with local police and the Community Police Officer.

Reception (Main Entrance)

- The main building only has a single access entrance via a reception desk. Signage directs all visitors to this entrance. Every visitor to the school is channelled through reception. Even when the receptionist or secretary is not on duty full time, reception remains the point to which all enquiries should be directed. Having one main entrance in use during the daytime makes monitoring of strangers much easier. Visitors – even parents bringing in forgotten lunches – should use that main door and be dealt with by a receptionist.
- Portacabins have secure access control (key pads). At lesson changes the entrances to these buildings are supervised. Unauthorised visitors will be challenged by staff.
- Reception is a secure area and visitors cannot gain access to other parts of the school without being challenged or at least seen by a member of staff.
- Main entrance doors are fitted with a remote access intercom and a camera so that visitors can be seen prior to being allowed entry. Only authorised visitors are allowed access.
- Designated entrances restricted for staff use have had security access control systems installed.
- Children enter and leave school by different doors, according to their Year Group. Accompanying adults should walk round the outside of the building at the beginning and end of the school day.

Signs

- Reception is clearly identified by signs so that visitors who are not familiar with the site are in no doubt of the visitor entrance to the school.
- Parents are informed that they must use this entrance during the day rather than the morning/afternoon pupil entrances.
- Signs are easily seen from general car parking areas and all accessible boundary entrances.
- We aim to ensure that routes identified to reception are free from hazards in order to avoid preventable accidents.

Doors/Gates

- Doors are secured from the inside but the locking mechanisms to doors that may be used in the escape from fire are fitted with locks capable of being opened without a key by those escaping from the fire.
- Any door to which a lock or securing device, e.g. a push pad panic latch, night latch, etc. is fitted, is capable of being opened by any occupant of the building including children.
- The Fire and Rescue Service will allow a 'cabin hook' or a simple sliding 'bolt' to be fitted to both internal and external doors in the event that a pupil tries to leave the building without permission or authorisation. In the unfortunate event of a fire and the pupils being unsupervised, they are still able to access and open the external door in an emergency. Generally, these security devices are installed in order to slow down the exit of a pupil rather than prevent exit altogether.
- Doors with latches or digital locks also have automatic door closers fitted. These are capable of engaging a latch effectively but the last few inches of travel has been damped to ensure that fingers are not caught in a rapidly closing door.
- The school gates are closed before, after and during school hours.
- Keypads are placed on all main entrances and are in force when children are in the building.
- School gates are kept closed and bolted at all times during the school day.
- School gates are kept locked out of school hours to make it harder for intruders to get in.
- It is the responsibility of the class teacher to make sure that their classroom is secure, the windows closed and equipment switched off before they leave the premises.
- It is the responsibility of the Cleaner-in-Charge to check regularly that all locks and catches are in working order, that the emergency lighting is working, that the fire alarm has no faults.
- Before leaving premises, the Cleaner-in-Charge has a duty to ensure that all windows are closed, that the doors are locked and secure, that the security alarm is set and that all gates are locked. The Head teacher or Miss A Little performs the above functions in the absence of the Cleaner-in-Charge.
- We ensure that supervision rotas take account of monitoring the premises' access and egress points and pupil safety in non-lesson time and that visitor admittance procedures are maintained and staffed throughout break and lunchtimes.
- Playgrounds are only accessible only from inside the school, and not by external visitors.

Intruder alarm system

- Inglewood Community Nursery & Infant School has an Intruder alarm installed. This is not a monitored system.
- The alarm is set by the last person leaving at the end of every day/work period.
- The electronic intruder alarm system is maintained as per manufacturer's instructions e.g. annual service contract with a competent contractor and records are held in the Buildings register.

Security Lighting

- Extensive floodlighting covers frequently used footpaths and entrance and exit doors adjacent to car parks.
- Security lighting has been installed externally – the aim of this is to act as a deterrent by assisting casual surveillance of the premises.
- Allison Little is responsible for regularly checking external lighting, panic alarms and burglar alarms. Any faults will be reported to FTS for action in line with our Defect Reporting Procedures.

Communications

Inglewood Community Nursery & Infant School is made up of separate buildings or remote classrooms. Communication links are maintained by an extended telephone system telephone to run in tandem with the existing phone.

Anti-Climbing Measures

Inglewood Community Nursery & Infant School can, on occasion have problems caused by young people climbing onto and 'playing' on low or flat roofs. This type of activity is discouraged and where necessary, action taken to prevent it otherwise we may be at risk of prosecution and possibly litigation by an injured person.

The following measures have been taken to mitigate against this risk:

- Signs have been displayed warning that it is dangerous to climb onto roofs and where there are skylights (and other fragile roof structures) 'Fragile Roof Warning Signs' are prominently displayed;
- We have protected vulnerable areas with anti-climbing measures such as rota spikes, cacti spikes or Expamet, or downpipes with a 'Crown of Thorns' device or similar devices;
- We have applied non-drying anti climb paint to downpipes and other parts of buildings where measures the above are not suitable;
- Wheelie bins are not located close to low level roofs;
- Tree branches close to low level roofs are maintained and trimmed back when necessary.

Security Fencing

- Security fencing has been installed around the whole perimeter to deny access to the grounds completely.
- Perimeter fencing is maintained and repaired to maintain a clearly marked and sound physical barrier. Doors and entrances are maintained in sound physical condition. Allison Little regularly monitors the condition of perimeter fencing and external access doors/gates.

Visitors/Contractors Book/Badges

- All visitors and contractors must be signed in and out of the school buildings and issued with visitor's badges. Care is taken to ensure that badges are recovered from visitors when they leave to prevent the system losing credibility.
- We impress on visitors the need to wear the badge at all times.
- Visitors on site will be accompanied by a member of staff to their destination and will be returned to Reception by a member of staff in order to "sign out" of school.
- Teachers will not allow any adult to enter their classroom if the school visitor's badge does not identify them.
- Pupils are encouraged to let staff know about people on the premises who are not wearing a badge. Where appropriate and safe, staff will challenge those individuals who do not appear to have followed the signing in and badge wearing procedures.
- A code of conduct (Contractors Safety Information Sheet and Safeguarding Leaflet) have been prepared to share with contractors and visitors admitted to the site so that all are aware of the safety procedures in operation.

- As contractors and maintenance personnel do not generally have access to children that is frequent or intensive, they are not required to have DBS disclosures. However, they will not have unsupervised access to children. They will be supervised at all times by school staff; this does not mean watched continuously but in a way proportionate to their location and proximity to unsupervised children.

Pupil and Staff Signing in Out Procedures

- The School operates a signing in /signing out system for all staff /pupils who are late / leaving early.
- Pupils who wish to leave the site during the school day must have written permission, sighted by appropriate staff.

Fire and Arson Prevention

Further details can be found in the school Fire Safety Management Procedures within this Policy.

Cultivating a Positive Safety and Security Attitude

- All staff are made aware of the school's security procedures, especially staff that have been given a specific role to play. This forms part of all new staff Induction Training and is reinforced with other staff at regular intervals.
- Every occupant of the school is encouraged to foster and maintain an inquisitive attitude towards strangers. Details of known local people who have no reason to be present have been noted.
- If suspicions are heightened, descriptions, both personal and of vehicles will be recorded, (the singular most important item of information in relation to a vehicle being its registration mark) in case they subsequently need to be passed to the police.
- Regular briefings of pupils and staff are carried out which encourage them to report anyone suspicious wandering around the site.
- Anyone not wearing a visitors badge or people who are found in the school or its environs with no reason to be there will be challenged by staff or reported to a member of staff by pupils. In certain circumstances, staff will be required to gauge whether or not it is appropriate to challenge individuals depending on the situation.
- Children are actively encouraged to tell staff about the presence of strangers or anyone acting suspiciously but under no circumstances should they approach them.
- Where staff feel it is appropriate to approach an individual or group of individuals, the Police will be telephoned immediately.
- Staff and pupils are encouraged to offer ideas on good practice. Every suggestion will be considered and if any proposals are not taken up then the reasons for their rejection will be explained to the proposers. Co-operation comes from personal involvement and this is a powerful means of encouraging individuals to share in the task. The School Council have a vital role in this regard.

Cooperation with third parties, extended services and community groups

These arrangements will be communicated to all third parties that use the premises and grounds. All will be expected to comply with the schools' security arrangements as a condition of sharing use of the building. Parents will be informed about the schools' security arrangements and any part they are expected to play e.g. when visiting the school or at handover times.

Our school security arrangements have taken into account any other third parties who use the school building or grounds. In most circumstances the arrangements for the school in general will be equally applicable for the third parties involved.

Community use/extended school activities – Although not extensive use, community groups may use facilities at the end of the school day. When inside the building access to the rest of that block is restricted. Risk assessments as part of induction arrangements are carried out. No hirer will be allowed to use the school facilities unless they fully comply with the security risk assessment. Visitors in unauthorised locations will be professionally challenged by staff.

Supervision

The following areas are accessible by the public but the risk is controlled with our school's supervision arrangements and how the school deals with visitors. The access arrangements for the grounds are:

- *School field* – access to school field for PE – always under control of staff. Staff would professionally challenge any person not wearing a photo ID or school visitor badge. As communication is not easily possible whilst on the fields, supervisors in this location will use a walkie-talkie, supplied by the school office.
- *Lunchtime* – children use school field that could be accessed by a person walking past the authorised entrance, always under control of staff. Staff would professionally challenge any person not wearing a photo ID or school visitor badge.
- *Playground* – our main access route to the reception is adjacent to / through the playground. This area is only used under staff supervision at break and lunch and staff would professionally challenge any person not wearing a photo ID or school visitor badge.
- *Auxiliary blocks & lesson changes* – these have security access systems installed on doors to prevent entry of unauthorised persons. Supervision rota for breaks and lunchtime.
- *Start of school day* – as the grounds have open access, duty teams are deployed in designated areas from 8.45am
- *End of the school day* - duty teams are deployed in designated areas from 3.00pm.

Personal Safety / Lone Working

- Lone Working Risk Assessments are undertaken for staff where there is a security risk due to the need to work alone; staff at high risk will receive appropriate training/instruction.
- Procedures have been established for staff and employees who may be working on the premises alone or isolated in separate parts of the building(s). These procedures also take into account cleaning staff and staff on duty during further education sessions.
- It is the responsibility of the class teacher to make sure that their classroom is secure, the windows closed and equipment switched off before they leave the premises.
- It is the responsibility of the Cleaner-in-Charge to check regularly that all locks and catches are in working order, that the emergency lighting is working, that the fire alarm has no faults.
- Before leaving premises, the Cleaner-in-Charge has a duty to ensure that all windows are closed, that the doors are locked and secure, that the security alarm is set and that all gates are locked. The Head teacher or Miss A Little performs the above functions in the absence of the Cleaner-in-Charge.
- Staff working late, should ensure doors are locked, notify someone responsible (i.e. a family member or a colleague) of their presence in school and give an indication of the time they will be leaving and the time they are expected home.
- Home visits are usually carried out at the start of each school year. Lone working is not permitted and staff attend home visits in pairs and have access to a mobile telephone. A list of the proposed visits is lodged in the school office, so school based staff always know the location of peripatetic workers. Regular contact is maintained between school and staff conducting home visits.
- **Working at height or work with dangerous materials is NOT permitted if lone working.**

Cash Handling, Storage & Carriage

- We encourage payment by cheque or debit/credit cards to avoid the handling or storage of cash.
- Holding large amounts of cash in school will, where possible, be avoided.
- When it is necessary to hold large amounts of cash, the cash will always be kept in the safe suitable for holding that particular amount of cash
- The following guidelines have been adopted in relation to keys for safes, strongrooms, security cabinets or any other keys, which give access to property of intrinsic value:
 - the number of staff having such keys is kept to a minimum;
 - during the normal working day, if practicable, keys should be kept on the person at all times;
 - if it is not possible for keys to be kept on the person at all times, they will be kept in a locked key security cabinet and the key to the security cabinet kept on the person at all times;
 - high security keys are not left on premises when they are closed for business, even in a locked security cabinet. Designated key holders will keep them in their possession at all times;
 - It is not be possible to identify what the keys are for by looking at a label or tag attached to it. The keys are otherwise marked so that only authorised users know or are able to establish what they are for.
 - The issuing of school master keys to staff is strictly limited. The Head teacher and Cleaner-in-Charge/A Little are the designated key holders and are responsible for the security of the building.
- Counting money will be done in a locked room away from public view.
- Cash held on premises which is used from time to time for payments etc. will be reconciled as frequently as circumstances dictate.

- We always vary the times when cash is carried off the premises and try to vary the route taken to destination
- Wherever possible, staff travel to the bank or post office by car rather than on foot. Where ever possible, we have a designated driver to drop the cash handler off as close as possible to the bank or post office where parking is not available.
- The duty of banking is shared so no one person becomes associated with carrying cash.
- Cash is disguised in a carrier bag or other holdall and staff instructed to ensure it is hidden or covered in the car.
- For significant amounts of cash, we would consider using a secure cash collection service.
- Persons responsible for carrying cash on school business are provided with adequate induction, training and instruction and it is made clear that they are not expected to put themselves at risk by resisting any person who is attacking or threatening them. They should concentrate on observing the attacker to assist in the subsequent police investigation.

Medicines

Detailed arrangements for the management of medicines can be found in the school Supporting Pupils at Schools with Medical Conditions Policy and procedures held separately.

Security of Laptops and other Valuables

- Lockers are made available to pupils for security of personal items, although parents and pupils are regularly advised not to bring or allow children to bring valuable belongings into school.
- Secure areas are available for staff possessions.
- The following procedures are followed to help reduce the risk of opportune thieves taking laptops and other high value equipment from school:
 - We ensure that all staff and others in the school understand exactly what they need to do to keep ICT and other valuable equipment safe. Teachers and support staff then pass on the relevant information to their classes. Training reviews are given at least annually, and the ICT security guide regularly reviewed to take account of any new equipment that has been purchased.
 - Laptops are kept in rooms where there are blinds which can be closed when the room is not in use; evenings, weekends and during the school holidays.
 - During long periods of closure, laptops and other high value equipment are locked in secure cupboards or storerooms.
 - All rooms that contain equipment such as ICT facilities, computers and scientific items are kept locked when not in use. Locks are either push button combinations or swipe cards/fobs. In either case, only staff know the combinations or possess swipe cards/fobs.
 - We never advertise ICT assets on our school website, social networking sites or newsletters. We do not inform the local press when we purchase a lot of new equipment.
 - When new equipment is bought, we flatten its packaging, turn it inside out and crush it before putting it outside with the rubbish, to avoid notifying potential thieves to a delivery.
 - All high value equipment has been marked with the postcode and the name of the school. The markings are visible and difficult to remove or disguise.
 - We ensure external ICT technicians present ID before they are taken to service computers, and ensure that these people sign in and out.
 - We ensure that visitors are accompanied when they walk around the building, and insist that all guests sign in and out.
 - We use a deposit system when teachers issue laptops to ensure that equipment is returned
 - When out and about, staff are instructed to carry their laptops in an anonymous bag or case in order not to alert thieves to its contents.
 - If any of our mobile IT is stolen, we will alert the police as soon as possible.
 - Where we have any concerns about the security of our school and the equipment within it we will contact our local Crime Prevention Officer by dialling 101 and asking for the Crime Prevention Service.

3.30 Window Blind Cords and Chains

Window blind cords and chains can pose a strangulation risk for young children. We have identified via Risk Assessment the presence of any looped cord or chained window or door blinds and have implemented the following measures to prevent strangulation:

- Staff ensure that cords or chains are stowed out of reach so that children are not at risk of strangulation.
- Wherever possible, we have used safety devices such as cord cleats, cord/chain tidies and chain break connectors.
- Where loops cannot be stowed away safely they have been cut to ensure that the loop is removed.
- Staff are instructed to always reposition nearby furniture (e.g. chairs) to ensure they cannot be used to access looped cords, or where people can become accidentally entangled.
- We have introduced a regular checking regime for all blinds which have looped cords or chains to ensure that they remain in a safe condition. Staff inspect these in their own classrooms/areas and report any faults in line with our Defect Reporting Procedures so that remedial action can be taken.
- Where new furniture is introduced, or decoration and room layouts have changed we ensure that the risk assessment is reviewed and updated as appropriate.
- When new blinds are ordered, we will select blinds which do not contain cords or have concealed cords.

3.31 Dog Fouling

References

The Local Government (Miscellaneous Provisions) Act 1982

Procedures

The Local Government (Miscellaneous Provisions) Act 1982 makes it a criminal offence to trespass on School property and cause or permit a nuisance. To allow a dog to foul a playing field is to permit a nuisance, so provided the person concerned is a trespasser (i.e. is aware that he or she is not allowed on school premises, or not allowed on with a dog) he or she can be prosecuted.

Notices have been displayed around the site in prominent positions indicating that school fields are private property.

Under the Act, a police officer or any person authorised by the School Governors can remove trespassers, provided there is reasonable cause to suspect that the person in question is committing or has committed an offence under the Section. Wherever possible, the authorised person should take details of the offender's name and address.

Dogs are not allowed within the perimeter of the school grounds for health and safety reasons, though exceptions are made for working dogs; namely, guide dogs and hearing dogs.

Dogs in the area around the school should be with their owners and on a lead at all times. Parents should stay outside the school grounds when they have a dog with them and stand clear of the exit gates, so that children are not frightened. No dogs should be tied up and left without supervision on the perimeter fence.

Stray Dogs

A stray is any dog that is unaccompanied by its owner, or a person representing them, in a public place, or in a private place in which it should not be (such as on somebody else's property). New legislation came into force in April 2008 that gave responsibility for stray dogs to the local authority.

To report a stray dog, contact the Dog Warden at the local District Council. Enforcement officers enforce the law relating to stray dogs and operate a service for the seizure of stray dogs.

Out of hours, site gates are kept locked to help keep unwanted persons (and dogs) off school premises.

Clean-Up - Advice to Caretakers/Site Managers/Others

Where instances of dog fouling, the caretaker will be asked to remove the offending material. They are advised to avoid direct skin contact with the faeces and they must wear gloves. They will remove the faeces with a shovel and dispose of them by double-wrapping/bagging them and placing them in the general refuse.

3.32 Grounds Maintenance

References

Workplace (Health, Safety and Welfare) Regulations 1992
Control of Substances hazardous to Health Regulations 2002 (as amended)
Compliance Monitoring in Council Buildings

Procedures

- Inglewood Community Nursery & Infant School has a fixed term contract in place with Colvilles for grounds maintenance i.e. grass cutting, weed control/spraying of pesticides and the erection of fixed goal posts on sports fields.
- The Grounds contractor is treated as all other contractors and must abide by the school rules and procedures – refer to the school Procedures for Managing Contractors for further detail.
- Hazardous activities such as grass cutting using ride on mowers, refuelling, spraying of pesticides etc. is only ever permitted when children (and others who may be at risk) are not in the vicinity.
- The contractor has supplied school with their risk assessments and method statements which identify how they intend to prevent harm to themselves and others.

3.33 Wellbeing

Refer to the school's Wellbeing Management Procedures held separately.

3.34 Educational Visits and Activities

References

OEAP National Guidance www.oeapng.info
CCC Policy for the Management of Outdoor and Experiential Learning Educational Visits
EVOLVE system

Procedures

Refer to the school's Educational Visits Policy held separately.

3.35 Food Safety –School Meal Provision

References

Food Safety Act 1990
Food Safety (General Food Hygiene) Regulations 1995
The Food Hygiene (England) Regulations 2006
Food Information Regulations 2014
Food Standards Agency – Safer Food Better Business manual
KAHSC Catering Code of Practice

Policy Statement

Introduction – Equal Opportunities and Scope

Food safety means all measures necessary to ensure the safety and wholesomeness of food during preparation, storing, transportation, distribution, handling and offering for sale or supply to our customers. We have a duty to ensure it provides food which has been hygienically prepared.

Food Hygiene Regulations class any undertakings, whether for profit or not, carrying out any of the activities related to any stage of production, processing and distribution of food, as a 'Food Business'.

Good food hygiene is essential in ensuring that the food people eat is safe. Poor food hygiene can put people at risk, and the harmful bacteria that result in food poisoning can spread very easily causing serious illness. This is especially dangerous for people who are very young or old or who are physically ill or vulnerable.

We expect staff to adhere to this policy in line with our obligations under equality legislation. The Head teacher ensure that all reasonable adjustments or supportive measures are considered to allow equality of access and opportunity regardless of age, gender, ethnicity, sexual orientation, disability, faith or religion, gender identity, pregnancy or marital status.

Enforcing Authorities

The Enforcing Authority for food hygiene regulations is the Local District Council Environmental Health Department. Under Food Safety Law provisions, Environmental Health Officers (EHO) have the right to inspect all premises classed as 'Food Businesses'. They have the power to issue Improvement notices, and Emergency Prohibition Notices on food businesses that fail to meet proper standards of food safety. Any improvements required by EHO's must be actioned appropriately and within any specified time limits.

Registration of Premises

As we provide school meals, our school is classed as a 'Food Business' and is registered with the District Council Environmental Health Department. Registration allows the Local Authority to keep an up to date list of all premises operating in their area, and our premises are subject to inspection by an EHO.

General Requirements and Safe Practice Guidance

The general requirements and safe practice guidance forms part of this Food Safety Policy. It has been produced to encourage responsibility for correct food hygiene and it will provide a framework around which any food service can build a system ensuring its proper hygienic operation. The safe practice elements have been sourced and summarised from 'Safer Food, Better Business' produced by the Food Standards Agency. This publication is widely endorsed by the Local Enforcing Authorities and compliance to it will meet statutory duties placed upon us.

Training

Qualifications have been developed by the Chartered Institute of Environmental Health, to cover key food safety issues for all levels of involvement with food related work activities.

CIEH Level 1 Award in Food Safety Awareness in Catering - This is suitable for staff induction training including:

- New staff with minimal or no food safety knowledge
- Staff handling low-risk or wrapped foods only
- Front of house staff such as waiting or check out staff
- Back of house staff such as kitchen porters or warehouse staff

This is also suitable for staff for whom English is a second language or those with learning difficulties.

CIEH Level 2 Award in Food Safety in Catering - This is suitable for anyone who assists, prepares, cooks or handles food in schools. This is the recommended level of training for all food handlers (anyone involved in the preparation, storage or service of food).

CIEH Level 3 Award in Supervising Food Safety in Catering - This is suitable for kitchen managers/supervisors who are responsible for implementing systems for controlling and monitoring those points critical for food safety.

CIEH Level 4 Award in Managing Food Safety in Catering - This award has been designed to provide an in-depth understanding of food safety with an emphasis on the importance of the management of systems and staff. This is a high level practical qualification with external accreditation.

Allergens / Food Information & Labelling

ALL staff All staff (including temporary staff and contractors) involved in handling ingredients, equipment, utensils, packaging and products should be aware of food allergens and the consequences of them being eaten by anyone with a food allergy. Basic allergen training must be given to all staff on their first day of employment and before food handling duties commence with records of training kept. All staff should be trained in avoiding cross-contamination of foods by the major food allergens.

There should be a nominated, responsible person who will handle all food allergy queries from customers, and a deputy in their absence. There should be a written procedure on how to deal with a request for allergy information and all staff made aware of this. Staff should be trained to cross reference Individual Healthcare

Plans for Pupils with food allergies and/or information supplied by delegates prior to conferences, training events etc.

Allergen information will be made available to all possible customers either by the use of:

- written up front information e.g. menu boards, menus etc. without the customer having to ask for information;
- sign-posts to where written information can be found or obtained;
- sign-posts stating that oral information can be obtained from a member of staff. Where this option is used, ALL staff, particularly front of house staff have received training on what to do if asked for information on ingredients/allergens by a customer.
- Where food is sold at a distance, such as through a telephone order the allergen information will be provided either before the purchase of the food is complete (this could be in writing or orally) or in a written format when the food is delivered.

When preparing dishes, staff should record the ingredients which are used in each dish. A Chef's Allergen Menu Matrix or similar should be completed and either be displayed in the food preparation area, or be readily available to all relevant staff in the kitchen to help kitchen staff log and check allergen information on dishes. To help to identify which dishes contain allergens:

- ensure kitchen staff use the same recipes every time;
- keep a copy of the ingredient information on labels of pre-packed foods for example, sauces, desserts etc.;
- keep ingredients in original containers, or keep a copy of the labelling information in a central place;
- ensure containers are clearly labelled for ingredients which are delivered in bulk, and then transferred or stored in smaller containers;
- ensure staff are aware of where the allergen information is stored and how it is kept;
- ensure allergen information is kept up to date e.g. if recipes are changed or products substituted;
- always check deliveries to make sure what is delivered is what was ordered. Ensure that the relevant labelling information is provided with the order;
- ensure records are updated, to help trace back to the source of your information. A Chef's Recipe Card (or similar) should be completed and allows kitchen staff to log and check allergen information on one-off dishes, for example when you have 'specials' or when ingredients run out or are substituted on the day;
- check the food delivered is the same brand that is normally used, as different brands might have different ingredients.

Fitness for Work

Staff should be fit for work at all times. This means that they must not be suffering from, or carrying, an illness or disease that could cause a problem with food safety. Any staff member who has diarrhoea and/or vomiting should report it to the Kitchen Manager/Head teacher immediately and either stay at home or go home straight away. Staff who have had diarrhoea and/or vomiting should not return to work until they have had no symptoms for 48 hours.

Staff should tell the Kitchen Manager if they have any cuts or sores and these should be completely covered with a brightly coloured waterproof dressing. Covering them prevents bacteria spreading to food. Wearing a brightly coloured dressing (usually a blue plaster) will allow for this to be easily spotted if the dressing falls into the food.

If staff are not fit for work, they will be moved out of the food handling areas or sent them home. Any unwrapped foods they have handled will be discarded.

Kitchen Manager/Supervisor Responsibilities

The Kitchen Manager is responsible for ensuring all foods are prepared in a safe and hygienic manner. This requires the Kitchen Manager to:

- Identify the potential food hazards within their operations;
- Implement effective control and monitoring procedures at those points critical to food safety (the nature and complexity of these will depend on the nature and complexity of the operations);
- Co-operate fully with EHO's and any officer designated by the LA to carry out inspections of food premises/activities or any other investigations;
- Ensure requirements following inspection from EHO's and any officer designated by the LA to carry out inspections of food premises are dealt with and within any specified time limits;

- Ensure all staff handling food receive the appropriate training commensurate with their duties;
- Ensure where employing outside contractors to run/provide food facility on our behalf, they comply with the provisions of this policy and guidance.
- Ensure that where people using our services are involved in food preparation and handling, proper hygiene and safe practices are maintained. The responsible manager should assess the service user's capabilities in relation to the tasks undertaken, in order to avoid any risk arising from poor hygiene.

Staff Responsibilities

All staff who buy, prepare or handle food as part of their work activities must:

- Follow the control measures which have been identified as critical to food safety;
- Ensure standards are maintained by their own actions in accordance with the safe practice guidance;
- Report any symptoms of ill health to their manager/immediate supervisor;
- Undertake the relevant training as instructed by their manager;
- Inform their manager of any concerns relating to the safety of food being prepared or served.

3.36 Food in the Curriculum – Food Technology & Wrap Around Care

- Appropriate risk assessments must be in place for food technology activities, the working environment and machinery/equipment.
- Any staff member involved in the handling or preparation of food should have some form of food hygiene training.
 - CIEH **Level 1** Food Safety Award (or equivalent) is designed for staff handling very low risk foods such as wrapped foods, fresh fruit etc. and for 'waiting on' staff. This MAY include nursery staff if only preparing sliced fruit for pupils or breakfast club staff only preparing toast and cereal for example.
 - CIEH **Level 2** Food Safety Award (or equivalent) is required for anything else.
- All staff involved in food preparation, cooking and baking activities to be aware of the major food allergens and take this into account for pupils (or staff) with known allergies – food technology staff will need to be aware of the contents of Individual Healthcare Plans for students with allergies.
- Any electrical appliances used will either need to be included in the school's portable electrical appliance inspection & testing programme, or if not portable equipment, should undergo routine planned, preventative maintenance in line with manufacturer's instructions.
- All emergency cut-off switches must be easily identified and accessible and staff must be aware of the location and operation of the mains services
- Portable/transportable ovens must be sited appropriately i.e. not underneath overhanging cupboards, away from combustible materials/displays especially those that are loose, away from water supplies etc.
- Portable/transportable ovens must never be moved when hot/warm.
- It is essential to ensure the number of pupils using particular pieces of equipment is controlled so that crowding/accidental pushing, etc. does not take place or pupil numbers reduced to prevent this.
- Clear working procedures should be written down and brought to the attention of anyone who may be required to use equipment.
- Oven gloves/cloths must be available and used.
- Ovens are only to be used by adults or pupils using the oven are supervised appropriate to their age range and abilities.
- Equipment must be sited so that draughts from windows and doors do not interfere with the safe working of a particular piece of equipment.
- Cooker guards and hob covers must be used appropriately.
- Equipment, materials and tools must be regularly inspected and appropriately maintained.
- If fridges/freezers are used to store food stuffs/ingredients for food technology activities, the temperature of equipment must be checked and recorded on a daily basis (Fridges between 2-5°C; Freezers -18 °C or below).
- Food stuffs must be stored appropriately i.e. perishable items stored off the floor and food/ equipment shelving sealed, clean and wipeable.
- Appropriate fire fighting equipment must be located in the workroom (appropriate fire extinguisher(s) and fire blanket).
- Fire exits must be unobstructed.
- Heat generating equipment MUST be switched off after use and at the end of the each day.

3.37 Electrical Safety

References

Safety Advice Note SAN(G)17
KAHSC General Safety Series G17 – Electrical Safety
KAHSC General Safety Series G25 – Provision and Use of Work Equipment
CCC Safety Procedures 12
HSG 107 - Maintaining Portable and Transportable Electrical Equipment [Click here to access](#)
INDG 236 - Maintaining Portable Electric Equipment in Offices and other Low-Risk Environments [Click here to access](#)
HSG 85 - Electricity at Work [Click here to access](#)
HSR 25 *Memorandum of guidance on the Electricity at Work Regulations 1989* [Click here to access](#)
HSE L22 - Provision and Use of Work Equipment Regulations 1998. ACOP and guidance [Click here to access](#)
Compliance Monitoring in Council Buildings

Procedures

All staff, and where appropriate, pupils, will be shown how to use equipment, and to switch it off when not in use and at the end of each school day.

Acquiring Electrical Equipment

- All new items purchased will comply with the appropriate British Standard or European equivalent.
- Second-hand acquisitions or electrical equipment lent to, or borrowed by, the school will be checked for electrical safety by using the Formal Visual Inspection Checklist found in General Safety Series G17 on the KAHSC website.
- Any mains operated equipment belonging to staff will also be checked in this way.
- However, if there is any doubt whether the equipment is safe then it should be labelled 'out of use' and withdrawn until it has been tested and declared fit for use by a competent person.
- Second-hand, borrowed and staff equipment will be recorded as being used and will be included for testing during the regular testing programme (see below).

User Visual Checks

Any item with a plug will be given an informal visual check every time it is used – all staff have been instructed to do this, checking for:

- Damage, such as cuts and abrasions (apart from light scuffing), to the cable covering;
- Damage to the plug, such as the casing cracked or the pins bent or loosened;
- Non-standard joints including taped joints in the cable;
- The outer covering (sheath) of the cable not being gripped where it enters the plug or equipment. Look to see if the coloured insulation of the internal wires is showing;
- Equipment that has been used in conditions for which it is not suitable, e.g. a wet, dusty or excessively contaminated area;
- Damage to the outer covering of the equipment or obvious loose parts or screws;
- Evidence of overheating (burn marks or discolouration).

If a fault is detected, staff will remove the plug to decommission the appliance, if possible. If not, defective appliances will be labelled with a warning instructing others not to use. Staff must then report the fault to Miss A Little.

Formal Visual Inspections

Formal Visual Inspections of electrical appliances will be undertaken by at suitable intervals appropriate to the appliance and the environmental conditions in line with HSE guidance and General Safety Series G17 – Electrical Safety on the KAHSC website.

The formal visual inspection will include the checks listed above and also include, when disconnected from the mains supply, the removal of the plug cover and a check to ensure that:

- a properly rated fuse is being used and that it is not a piece of wire, silver paper, paper clip etc.;

- the cord grip is holding the outer part (sheath) of the cable tightly;
- the wires, including the earth where fitted, are attached to the correct terminals;
- no bare wire is visible other than at the terminals;
- the terminal screws are tight;
- there is no sign of internal damage, overheating or entry of liquid, dust or dirt.

The above does not apply to moulded plugs where only the fuse can be checked.

Residual Current Devices (Circuit Breakers)

These provide an additional level of protection and will always be used:

- when a Premises Licence has been obtained for a public performance;
- when non-school equipment is used;
- whenever any piece of electrical equipment is used outdoors;
- where fish tanks use mains voltage equipment (e.g. pumps heaters and lighting).

Extension Leads

- When they are used, three-core cable will be used and the earth conductor connected.
- When being used, the following questions will be asked:
 - does the location of the lead present a tripping hazard?
 - is the maximum load marked on the extension lead?
 - will the maximum load be within the safe rating?
 - has the extension lead undergone a visual check (see above)?
 - is the lead knotted or twisted?
 - is there any strain on the cable?
 - has the lead been unwound from any cable drum?
- Extension cables will never run under carpets or through doorways.
- Extension cables will be checked as part of the regular testing programme (i.e. added to the inventory).
- Extension cables will be regarded as temporary. Regular use may indicate the need for additional sockets.
- Block style adaptors will NOT be used in school under any circumstances.

Record of Equipment

A record will be kept of all portable items of electrical equipment (held in the Buildings Register) showing:

- the detail of the item
- the date of acquisition
- details of any inspection, testing or repair work

The inventory will be kept up to date at all times. When any piece of portable electrical equipment is acquired or removed from the site the record should be updated accordingly.

Combined Inspection and Testing

Combined Inspection and Testing (PAT) will be undertaken at suitable intervals appropriate to the appliance and the environmental conditions in line with HSE guidance. E&M Services undertakes Combined Inspection and Testing and formal records are held in the Buildings Register.

Kitchen

Fixed electrical equipment in the kitchen is serviced annually by a competent contractor and records are held in the Buildings Register.

Fixed Electrical Installation

The main electrical installation will receive a Periodic Electrical Installation Inspection by an NICEIC or NAPIT Registered contractor at periods not exceeding five years. Records will be held in the Buildings Register. Any remedial work required as a result of the Inspection Report will be undertaken on a risk priority basis i.e. Category 1 faults dealt with first. Miss A Little is responsible for arranging any necessary remedial works using a competent contractor.

EYFS

Socket covers will not be used in unused socket outlets in the early years and foundation stage.

Portable Heaters / Air Conditioning Units

In the event of the need for portable heating or air conditioning units, the following guidelines will be closely adhered to:

- a) The heater/unit should be checked for defects before children are allowed into the room.
- b) The immediate surrounding area should not be used: in fact barriers should be erected.
- c) Children should receive detailed instruction as to their movements within the vicinity of the heater/unit.
- d) Under no circumstances is a child to be asked to switch heater/unit on or off.
- e) Under no circumstances is a child to be asked to move a heater/unit.
- f) Under no circumstances are articles of any kind to be placed, stored or left on the heater/unit.
- g) Clear adherence to manufacturer's instructions concerning ventilation are to be enacted.

Note: Radiant Heaters will **NEVER** be used.

3.38 Gas Installation and Appliances

References

Gas Safety (Installation and Use) Regulations 1998
General Safety Series G30 – Gas Safety in Schools
General Safety Series G25 – Provision and Use of Work Equipment
Compliance Monitoring in Council Buildings

Procedures

- Convector Heaters are serviced/cleaned out at least annually by a competent person.
- School Boilers and appliances are serviced annually by a Gas Safe Registered Engineer and records are kept in the Buildings Register.
- The gas installation will be inspected every 5 years by a Gas Safe Registered Engineer including pressure testing from the meter to the final appliance. Records will be held in the Buildings Register.
- Fixed gas equipment in the kitchen is serviced/gas checked annually by a Gas Safe Registered contractor and records are held in the Buildings Register.
- For emergency procedures relating to Gas Leaks, refer to the School Critical Incident & Recovery Plan.

3.39 Standards for School Premises

References

The Education Act 1996
School Premises (England) Regulations 2012
DfE Statutory Framework for Early Years Foundation Stage, September 2014
National Minimum Standards for Boarding Schools [Click here to access](#)
Workplace (Health, Safety and Welfare) Regulations 1992 [Click here to access](#)
The Education (Independent School Standards) (England) Regulations 2010 (*as amended 2013*)

Procedures

We follow advice from the DfE in relation to the School Premises Regulations 2012, which came into force on 31 October 2012.

Toilet and Washing Facilities

- Toilet and washing facilities are provided for the sole use of pupils.
- Separate toilet facilities for boys and girls aged 8 years or over are provided (except where the toilet facility is provided in a room that can be secured from the inside and that is intended for use by one pupil at a time).

- Where separate facilities are provided for pupils who are disabled, they may also be used by other pupils, teachers and others employed at the school, and visitors, whether or not they are disabled.
- Suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education.

Numbers of fittings:

One sanitary fitting and wash-basin for each 20 children.

One sanitary fitting and wash basin for each 10 children (EYFS)

This satisfies the Statutory Framework for the Early Years Foundation Stage, which says that an adequate provision is usually one toilet and one washbasin for every ten children over the age of two.

This satisfies the Statutory Framework for the Early Years Foundation Stage, which says that an adequate provision is usually one toilet and one washbasin for every ten children over the age of two.

General planning:

Toilet facilities need are planned and designed so that:

- hand washing facilities are provided within or in the immediate vicinity of every toilet;
- the rooms containing them are adequately ventilated and lit;
- they are located in areas around the school that provide easy access for pupils and allow for informal supervision by staff, without compromising pupils' privacy.

Facilities for disabled pupils:

Each toilet for disabled pupils contains one toilet and one washbasin and a shower and has a door opening directly onto a circulation space that is not a staircase, which can be secured from the inside. The number and location of accessible toilets are sufficient to ensure a reasonable travel distance for users that does not involve changing floor levels.

Changing accommodation and showers for pupils:

We do not have designated changing rooms for pupils.

Toilets and washing facilities for staff:

Toilets and washing facilities for staff may also be used by visitors. They are separate from those provided for pupils (except where they are designed for use by those who are disabled).

Medical Accommodation

Suitable accommodation is provided in order to cater for the medical and therapy needs of pupils including accommodation for:

- the medical examination and treatment of pupils; and
- the short term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility.

The accommodation provided may be used for other purposes (apart from teaching) however it is always readily available to be used for the purposes above.

Health, Safety and Welfare

We aim to provide accommodation to pupils, staff and visitors alike with reasonable:

- temperatures i.e. workrooms will be at least 16°C unless much of the work involves severe physical effort in which case the temperature will be 13 °C (or where it is impractical to maintain these temperatures i.e. where food has to be kept cold);
- ventilation;
- cleanliness;
- workstations and seating.

in accordance with the Workplace (Health, Safety and Welfare) Regulations 1992.

Fire Safety:

Refer to the school Procedures for Managing Fire Risks.

Pupils with special educational needs:

Reference should be made to the following documents:

- School Special Educational Needs Policy;
- School Single Equality Scheme/Objectives;
- School Accessibility Plan.

Building Work:

All building work undertaken including new builds, alterations of and improvements to existing buildings will conform to the Building Regulations 2010.

Acoustics:

The acoustic conditions and sound insulation of each room is suitable, having regard to the nature of the activities which normally take place within each area. Checks will be made of any new builds by Building Control to ensure compliance.

Lighting:

- The lighting in each room or other internal space is suitable, having regard to the nature of the activities which normally take place therein.
- External lighting has been provided in order to ensure that people can safely enter and leave the school premises.
- Blinds are in place to block sunlight, to avoid glare, excessive internal illuminance and summertime overheating;
- Emergency lighting has been installed in areas accessible after dark

Water supplies:

- Suitable drinking water facilities are provided which are readily accessible at all times when the premises are in use and are in a separate area from the toilet facilities.
- Toilets and urinals have an adequate supply of cold water and washing facilities have an adequate supply of hot and cold water.
- Cold water supplies that are suitable for drinking have been clearly marked as such.
- The temperature of hot water at the point of use by pupils does not pose a scalding risk to users i.e. hot water is heated to temperatures of 60°C, but the temperature at outlets used by pupils is controlled by thermostatic mixer valves to achieve temperatures at taps not exceeding 43 °C (refer to Section on Water Hygiene).

Outdoor space:

Suitable outdoor space is provided in order to enable:

- physical education to be provided to pupils in accordance with the school curriculum; and
- pupils to play outside.

There are two types of outdoor space used for physical education (PE); sports pitches and hard surfaced games courts. Outdoor space is also available for informal play and socialising.

3.40 Smokefree School Policy

1. Aims

- To create a Smokefree environment for everyone.
- To provide young people with a consistent message regarding tobacco and drug use and appropriate role models.

2. Restrictions on smoking within the workplace

- Smoking, including E-Cigarettes will NOT be permitted in any part of the schools premises, including kitchens, within the entrance area to the school or on land adjacent to the school building (car park, garden areas, walkway etc.) where this forms part of the school premises.
- The enforcement of this total smoking ban will be the responsibility of all designated responsible persons within the school. The school's disciplinary procedure will apply for dealing with employees who breach the smoking ban at work. Employees who raise genuine concerns about breaches of this policy will be protected from victimisation.
- This policy applies to employees, parents, visitors, members of the public, contractors and other working in, or using the school's premises or vehicles. This policy will be clearly advertised and visitors to the school will be informed of it.
- Staff are authorised to ask non-employees who breach the policy to leave the premises.
- The smoking policy will apply to all activities held in the school including before and after school sessions and any meetings organised which are attended by school employees as part of their work and/or visitors to such meetings/events.
- Employees should avoid being seen smoking in public in sight of pupils, parents and visitors in order to reinforce a comprehensive approach.
- Non-compliance by pupils will be dealt with in conjunction with the school's disciplinary procedure and overall Behaviour Policy.

3. Designated smoking areas

- There will be NO designated smoking areas provided within the school premises.
- All smoking areas/rooms will revert back to smoke free rooms, under the Workplace (Health, Safety and Welfare) Regulations 1992.

4. Facilities for Smokers

No facilities for smoking in the workplace will be provided although support will be given to smokers to assist them to stop smoking. (See paragraph 6)

5. Vehicles

- The smoking ban will apply to all school owned/hired/leased vehicles. No-one will be allowed to smoke inside any school owned/hired/leased vehicles.
- Employees are asked to refrain from smoking in their own vehicles, when used on school business and when carrying passengers.

6. Help with smoking cessation

The school will support employees in school wishing to give up smoking by advertising and promoting external smoking cessation services and through regular health promotion activities. The school will be provided, on request, with a specifically designed information pack designed to support school staff. Resources will also be available to educate pupils and free specialist advice regarding health promotion activity will be provided. These are available by contacting the Kym Allan Health and Safety Consultants (01228 606025)

7. Education and Publicity

Suitable posters and No Smoking Signs will be displayed in school areas to create a positive visual message which supports a Smokefree working environment.

8. New buildings

This policy will apply equally to all future premises at the design stage of any new building, and refurbishment or relocation project.

9. Appointments

This school is a No Smoking School and this should be made clear within all its appointments procedures, staff handbooks and school prospectus.

3.4.1 Monitoring and Inspection of the Workplace, Systems and Procedures

References

OHSAS 18001 Occupational Health and Safety Management Systems

HSG 65 Successful Health and Safety Management
Termly Governor Monitoring Packs
Compliance Monitoring in Council Buildings
CCC Safety Procedures No. 5 and 13

Procedures

Inspections:

All staff are responsible for carrying out regular, informal safety inspections of their own workplaces / classrooms, in order to identify hazards and unsafe situations and take appropriate remedial action. The frequency of inspections will depend on the activity being undertaken and hazards present. Hazardous workplaces such as kitchens, D&T, Science etc. may need to be inspected at a greater frequency than low risk environments such as offices and records will generally be kept of inspections of higher risk environs.

Sue Crozier is responsible for conducting safety tours each morning before school starts particularly checking that fire escapes and exit doors are clear and where lockable with a key, are unlocked prior to the building being occupied.

A named governor Allison Little will be involved in a health and safety inspection of the school buildings, grounds and activities on at least an annual basis and report back to the relevant sub-committee and full governing body meetings. Findings of inspections will be recorded using the Governors Health and Safety Inspection Checklist (copies available on the school portal). Inspections will be conducted jointly with the school's health and safety representative(s) where possible/ relevant. Any corrective actions required following these inspections will be reported to the Head teacher and either immediate action taken, or issues added to the Annual Health and Safety Management Plan for future action. Responsibility for following up items detailed in the safety inspection report will rest with **the Head teacher**.

Monitoring and Review:

Governors will also fulfil their obligation to monitor the effectiveness of the implementation of the Health Safety Policy by undertaking documented Governor Health and Safety Monitoring throughout each school year – sample Governor Monitoring packs can also be found on the School Portal.

The Governing body shall, at intervals that it determines, review the Health and Safety management system, to ensure its continuing suitability, adequacy and effectiveness. The management review process shall ensure that the necessary information is collected to allow management to carry out this evaluation. This review shall be documented.

The management review shall address the possible need for changes to policy, objectives and other elements of the Health and Safety management system, in the light of Health and Safety management system audit results, changing circumstances and the commitment to continual improvement.

The Governing body will review the operation of the Health and Safety Management System to assess whether it is being fully implemented and remains suitable for achieving the schools stated Health and Safety policy and objectives.

The review will also consider whether the policy continues to be appropriate (termly Governor Monitoring as discussed above). It will establish new or updated objectives for continual improvement, appropriate to the coming period, and consider whether changes are needed to any elements of the Health and Safety management system.

Typical inputs

Typical inputs include the following items:

- a) accident statistics;
- b) results of internal and external Health and Safety management system audits;
- c) corrective actions carried out to the system since the previous review;
- d) reports of emergencies (actual or exercises);
- e) report from the management appointee on the overall performance of the system;
- f) reports from individual line managers on the effectiveness of the system locally;
- g) reports of hazard identification, risk assessment and risk control processes.

Process

Reviews will be carried out by the governing body, on a regular basis (e.g. annually). The review will focus on the overall performance of the Health and Safety management system and not on specific details, since these should be handled by the normal means within the Health and Safety management system.

In planning for a management review, consideration will be given to the following:

- a) the topics to be addressed;
- b) who should attend (managers, OH&S specialist advisors, other personnel);
- c) responsibilities of individual participants in respect of the review;
- d) information to be brought to the review;

The review will address the following subjects:

- a) suitability of current Health and Safety policy (undertaken via termly Governor Monitoring);
- b) setting or updating of health and safety objectives for continual improvement in the forthcoming period;
- c) adequacy of current hazard identification, risk assessment and risk control processes;
- d) current levels of risk and the effectiveness of existing control measures;
- e) adequacy of resources (financial, personnel, material); the effectiveness of the health and safety inspection process;
- f) the effectiveness of the hazard reporting process;
- g) data relating to accidents and incidents that have occurred;
- h) recorded instances of procedures not being effective;
- i) results of internal and external health and safety management system audits carried out since the previous review and their effectiveness;
- j) the state of preparedness for emergency;
- k) improvements to the health and safety management system (e.g. new initiatives to be introduced or expansion of existing initiatives);
- l) output of any investigations into accidents and incidents;
- m) an assessment of the effects of foreseeable changes to legislation or technology.

The management appointee will report to the meeting on the overall performance of the Health and Safety management system. Partial reviews of the Health and Safety management system performance will be held at intervals that are more frequent, if required.

Typical outputs

Typical outputs include the following items:

- a) minutes of the review;
- b) revisions to the health and safety policy and health and safety objectives;
- c) specific corrective actions for individuals, with target dates for completion;
- d) specific improvement actions, with assigned responsibilities and target dates for completion;
- e) date for review of corrective action;
- f) areas of emphasis to be reflected in the planning of future internal health and safety management system audits.

3.42 Transport and On-Site Vehicle Movements

References

The Safe Operation of Minibuses Manual
Safety Advice Notes (G)4 and 11
CCC Safety Procedures No. 25
CCC Drivers Handbook

Procedures

Private cars

- a) Private cars are to be used to transport pupils ONLY when the owner of the car has a valid driving licence and an insurance policy, which covers the carriage of children for school activities i.e. business use.
- b) Where possible, children should sit in the rear of the car.
- c) Seat belts are to be worn at all times.
- d) Any child under 12 years and 4ft 5 in will need to use a booster cushion, and those under 25kg in weight must use a booster seat. Procedures must be in place to ensure that this occurs i.e. school to keep a supply of booster cushions or procedures to ensure parents supply these when required.
- e) Children should alight from the car on the kerbside, not the roadside.
- f) Within a normal 4/5-seater vehicle, no more than 3 children should be carried.

Occasional Business Use Insurance

Any staff member who uses their own vehicle/car on school business (for example Administrative Staff who drive to the bank to deposit school money or staff attending work related training courses) should have occasional business use cover on their car insurance schedule. A system has been developed whereby this can be monitored.

Taxis

Where the Head teacher considers it to be inappropriate for a private car to be used in an emergency, then at the Head teacher's discretion a taxi could be hired to transport the child. If a taxi is used, a member of staff must accompany a pupil. Use of a taxi would require only one member of staff. The taxi could be used in circumstances to take a pupil home where the parent/carer does not have transport or for dental emergencies.

Emergencies

In a non medical emergency, the child's parent/guardian/carer shall be contacted to enable the child to be transported. If the parent/guardian/carer is unobtainable and /or has good reason not to collect the child the Head teacher may decide to use a 'Private Car' or 'Taxi' and in which case the driver of the Private Car or the member of staff accompanying the child in the taxi shall stay with the child until the parent/guardian/carer shall arrive at the location agreed.

In a medical emergency, other than those of a very minor nature, the school shall call an ambulance and notify the parent/guardian/carer accordingly.

Where the medical emergency shall be of a very minor nature the procedure for non medical emergencies shall apply.

Where there is any doubt as to the severity of the medical emergency then caution shall be exercised and an ambulance called and the parent/guardian/carer notified accordingly.

Minibus

The school does not own a minibus and only buses/coaches are hired where drivers are provided.

Coach Hire

All coaches hired for school use must be fitted with seat belts. Local firms are contracted: Cumbria Coaches & Irvings Coaches.

Coaches and other transport park so that children can alight and disembark the coach safely on the pavement, never onto the road.

For the purpose of school excursions, the buses arrive and depart before and after school hours to prevent traffic hold ups outside the main gates. Cars are discouraged from parking near the school on excursion days.

Booster Seats

Booster seats/cushions will not normally be required on the school minibus/hired in minibuses unless children under 12 years of age and under 4ft 5in in height are required to sit in seats parallel to the driver. Where children sit BEHIND the driver, booster seats/cushions will not be required. Home Office advice states that children under the age of ten years **must not** sit in the front seat of any hackney taxi or private hire vehicles. A private hire vehicle would include private taxis and some minibuses covered with this type of licence.

Any child under 12 years of age who sits in the front seat must of course have a booster seat/cushion if they are under 135cm (4ft 5in) height.

Where private vehicles are used to transport children, then any child under 12 years and under 4ft 5 in, will need to use a booster cushion, and those under 25kg in weight, must use a booster seat.

The school owns a couple of booster seats for use in private cars should a child need to be transported by a staff member to a sporting event or to hospital for example.

Car Parking

Car parking is a concern at Inglewood Community Nursery and Infant School as it can be a hazard for those who use the school and for those who live or work within the vicinity of the school. Parents should not park in the school car park when dropping off or collecting children. Drivers parking cars at or near the school, while dropping off or collecting children should show consideration for the safety of pedestrians, other road users and the immediate community.

The road markings near the school should be observed at all times.

Visitors, who have been given authorisation to park at the school, should leave a note of their car registration number with the school office in case the car has to be moved.

Half termly letters to parents to emphasise:

- the health and safety at all times of all persons coming in to school
- the need for consideration at all times when approaching school
- the need to avoid blocking entrances at all times.

Inglewood Community Nursery and Infant School admonishes any adult who parks repeatedly in an inconsiderate way, obstructing other traffic or the roadway. Notice is taken of complaints by others parents and neighbours.

3.43 Personal Protective Equipment

References

Personal Protective Equipment Regulations 1992
KAHSC General Safety Series G37 – Personal Protective Equipment
CCC Safety Procedures No. 17

Policy

We will comply with the legislative requirements of the Personal Protective Equipment at Work Regulations, 1992. PPE is any equipment or clothing intended to be worn by a person at work which affords protection against one or more risks to health and safety:

- Where practicable, risks will be managed by altering working arrangements and installing fixed and permanent controls that protect everyone in each work area;
- Where permanent fixed controls and changes in working arrangements cannot wholly eliminate hazards, or where such measures may be deemed as impractical because of the short duration of the work or for some other reason, PPE may be required. PPE requirements will be identified through the risk assessment process;
- Where PPE is required it shall be selected by the manager for suitability and user acceptability, based upon the general risk assessment for work and/or work area concerned;
- Where PPE is not disposable but designed for re-use, it shall be subject to periodic inspection to confirm its continued suitability, and where appropriate subject to routine maintenance;
- Staff issued with PPE will be reminded that they have an obligation to use it as instructed, to maintain it in a state of good repair, to report any defects or other problem promptly in line with our Defect Reporting Procedures;
- If children/staff have to look around to find PPE then they are less likely to wear it when performing tasks. They will be told where they can access any such items and be instructed to inspect and report any defects to the teacher and return to the storage area when their task is complete.

- Aprons should be worn for all painting activities and any potentially messy craft activities. Disposable aprons should be worn in food Technology classes. Painting shirts should not be worn for Technology lessons.
- Children should wear the aprons used for Art or others provided especially for Technology.
- Teachers should have goggles to hand, in readiness for science activities requiring their use.
- In the case of accidents involving blood, all staff should wear disposable gloves and aprons.

3.44 Physical Education

References

Safe Practice in Physical Education and School Sports, 2012 – (AfPE Book)
Safety Advice Note (PE)2
Safety Advice Note SAN(G)5
KAHSC General Safety Series G05 – Jewellery and Personal Effects in School
KAHSC PE Code of Practice
KAHSC Code of Practice for the Primary Curriculum

The law expects that all physical education teachers will work within a 'modus operandi', which identifies all the foreseeable safety problems associated with the activities undertaken. The school must declare its own policies and practices, which will eliminate foreseeable risks. The Head teacher must ensure that such a system is operable, even by recently appointed staff. At least one teacher should be identified whose responsibility it is to see that safe practice is realistic and working day to day. The law will expect that an individual school's code of safe practice in physical education will reflect its own particular needs according to its programmes and premises in addition to factors which it may have in common with other similar establishments.

There must be a separate policy for Physical Education and this should include the named person responsible for ensuring that safe practise is carried out. Guidance offered in the 'AfPE Safe Practice in Physical Education' should be followed. The responsible person must ensure that staff have had specific training in any specialised activities (i.e. Trampolining). Records must be kept of who has what qualification and when it is due to be renewed.

All pupils including those in primary/infant schools should be instructed to safely move and handle equipment they may use for PE activities. Staff must supervise the erection and dismantling of PE equipment at all times and not allow children to do this on their own (unless their age and capabilities allow). The teacher in charge will ensure that there are sufficient children involved in moving the equipment to avoid any strain or discomfort, and will themselves assist in the actual process of erecting and dismantling.

Risk Assessments must be undertaken of all PE activities so that control measures to eliminate or reduce the likelihood of an accident occurring can be implemented. As always, risk assessments must be monitored and reviewed regularly and must be disseminated to relevant personnel. Before a PE lesson all staff check the hall to make sure there are no other obstacles which may cause an accident. See Risk Assessment sheet. The teacher should be aware of what the children are doing throughout the session and should not leave them on their own.

PE Equipment must be inspected regularly and before use and defects reported. It must be inspected at least annually by a competent contractor – Continental Sports.

Regular inspections must be made of halls, floors, gyms and equipment and there must be adequate storage for equipment, for example, PE mats should be held in a store constructed from fire resistant material with fire doors and kept locked when not in use.

Earrings or other jewellery is not worn during PE lessons. Parents are regularly informed that children should not wear jewellery in school and particularly not in PE lessons. Studs can be taped over. The children should change into T-shirt, shorts/skirt and pumps for any physical activity for safety and hygiene reasons. Baggy clothing should be discouraged. If a child constantly forgets their PE kit, a letter should be sent to the parents, reminding them that PE is part of the National Curriculum and it is therefore necessary that their child's kit is in school ready for the lesson.

The teacher should be dressed appropriately, with jewellery removed. The correct footwear is essential to ensure quick and safe movement when necessary.

Gymnastic Safety

- Large pieces of gymnastic apparatus should be moved only when there is a member of staff present. All equipment should be checked by a member of staff and returned to its proper place at the end of the lesson.
- The teacher must consider if the environment is safe and whether dangerous situations can arise. Is the floor wet or slippery? Is the area clear of superfluous equipment (tables, chairs, filing cabinets)? Are the mats in the right places? Are all the fixing points and bolts in the right places?
- The children should be 'warmed-up' sufficiently before the lesson begins, to avoid injury. The teacher should be able to see the whole class (important during apparatus work).
- Is the apparatus suitable for the age of the children? The teacher should know how many children are safe on each piece of apparatus, make sure the next child does not start until the first is off the apparatus and mats.
- Discourage the children from touching each other (especially giving support), unless the specific task you have given them requires it, e.g. partner work.
- Beware of demonstrating an exercise with the most able child, as this could influence other children to attempt a task beyond their capabilities.

Games Safety

Ensure all equipment is safe and nothing is cracked or broken. All equipment should be checked again and put away at the end of the lesson. Outside areas are checked regularly by Cleaner in Charge for obstacles which may cause injury/hazard, but teachers should check before games lessons outside.

Dance Safety

- Children should dance in bare feet or wear pumps.
- Children should be discouraged from running around in a boisterous manner.
- The teacher should make sure there is nothing in the Hall on which children could harm themselves.

Non-Teaching Staff Teaching PE

There is often confusion between "cover" and being timetabled to teach a class. "Cover" arises when a teacher is absent from a lesson they normally teach. This will, usually, be on short-term notice. During cover supervision, which can be undertaken by **trained** support staff, no active teaching takes place. Since PPA time is an entitlement for teachers, it means they will have this time on a regular basis. Therefore there is a need for someone else to be timetabled to teach the class. Schools may choose to employ additional teachers for this, other professionals such as sport coaches, drama and music specialists, or staff working at HLTA level. This is therefore higher level work than cover supervision. More training and experience is needed and pay levels should reflect the increased responsibility and skills needed. The national guidance is that cover supervision is at level 3 and HLTA work at level 4 in a 4-level career structure. Unison document "Implementing the National Agreement on Remodelling the School Workforce – your questions answered" provides further details.

Some aspects of the PE curriculum require specialist qualifications e.g. trampolining and gymnastics, and should therefore NOT be taught by none PE specialists without the relevant qualifications.

Principal TA's without HLTA qualification should NOT be taking/teaching PE lessons, particularly covering for PPA. Qualified HLTA's can however take this lesson providing they are competent – determining competence should on occasion include formal observation by the Head teacher or PE Coordinator for example.

3.45 Other Curricular Hazards

References

KAHSC Code of Practice – H&S in the Primary Curriculum

Science

- All equipment is kept in the stock cupboard between lessons.
- Objects placed in unaccustomed places during experiments could cause breakage and/or falls. Teachers should make children aware of this and insist that care is always taken. Children should not carry heavy loads, nor should they run about when carrying equipment that might shatter.
- Glass should always be handled carefully and, whenever possible, plastic should be used in its place. Some objects, e.g. glass mirrors, could have their edges taped to avoid sharp edges. All liquids or objects spilt or dropped on the floor should be cleaned up immediately to avoid accidents. Hot water should not be put into thick glass containers, as they might crack because of uneven expansion setting up strains in the glass.
- Care should be taken when holding objects close to the eye.

- There are many ways in which germs can be transferred and these should be minimised by keeping hands and equipment clean. Hands should be washed before touching anything to be put into the mouth. Tasting should not be allowed except under strict supervision. Some things might need to be disinfected. Children should not use liquids that give off vapours. Some glues can be hazardous both from the flammability and inhalation point of view. Objects should not be pushed in to the ears or nose.
- Children should know some plants are poisonous and they should be aware of what these are. Moulds that have been grown should be destroyed carefully. The children should never handle moulds.
- Use of cutting devices – knives, scissors, chisels etc – can be dangerous. Eye protection should be worn when chisels are in use. Children should be shown the correct techniques for their use before handling them.
- Throwing projectiles or dropping objects in investigations should be done at carefully chosen and monitored places.
- It should be remembered that care needs to be taken even with everyday substances e.g. vinegar, lemon juice etc. are acidic. Any substance is potentially dangerous. Risk assessment should be carried out.
- With naked flames (e.g. lighted candles), children should be warned to keep long hair, ties and other parts of clothing away from the flame. Candles should be fixed firmly in suitable holders. Safety goggles should be considered. Usually safety goggles are not essential, but using them is a way of encouraging good habits.
- Lenses (e.g. magnifying glasses) can focus light and heat; therefore special care should be taken that children do not look at intense sources of light through these lenses. Convex lenses and concave mirrors can, in strong sunlight, cause fires if heat is focused on something flammable.
- Children should never look at a very bright light (e.g. a projector beam). Pupils should never look directly at the sun, even through dark glasses or plastic.
- Only alcohol-filled thermometers should be used. There should be no mercury-filled thermometers in the school. Magnets, although not a hazard to pupils, can affect other equipment and should be kept away from computers. Plastic bags are a potential hazard and can cause suffocation.
- Care should be taken when carrying out electrical work. Mains electricity should not be used – only lowvoltage batteries. Where a piece of apparatus powered from the mains is used, it should be connected and switched on under adult supervision. Leads should not ‘trail’ across the room or tables. Any electrical equipment ‘loaned’ to the school should be suitable for its purpose and safe for primary-age pupils to use. All electrical equipment is included in the schools regular inspection & testing programme.

Technology

- All equipment should be stored safely and returned to its correct storage place after use. Hacksaws should be turned inwards on the technology trolleys. Craft knife blades must be retracted before they are put away.
- Hardboard should be used to protect surfaces when using tools. An adult should always supervise children who are using tools. The correct procedures and techniques need to be shown to the children beforehand.
- When buying wood to use in school, ensure it is bought from an educational supplier. Some woods are treated and can be harmful to children. ‘Donated’ wood should not be accepted unless the source has been investigated.

Glue Guns

- When using glue guns, the children should be well supervised. Younger children should not use the guns on their own.
- Designate an area for using the glue gun. Only one child should be in the area using the gun at any one time. Keep all the other children well away.
- The item being glued must be left for a few minutes to cool.
- If a child should burn him/herself, the wound should be run under the cold tap for 15 minutes. If there is doubt about the severity of the burn, the designated First Aider or the Headteacher should be consulted.

Food Technology

- Inglewood Community Infant School recognises the importance of cooking and baking as part of the Technology Curriculum but is aware that certain children are allergic to various foodstuffs. Basic hygiene practices are observed, such as the children washing their hands before handling foodstuffs and tying back long hair. The area to be used is wiped clean after the cooking/baking has taken place.
- Children can only access the Food Technology Room when accompanied by an adult with the Food Hygiene qualification.
- The class teacher should exercise vigilant supervision of children when they use any potentially dangerous equipment.

Musical Equipment

The location of the lesson and the volume of sound produced should be taken into consideration when planning a Music Lesson. Avoiding the distraction of other classes is of utmost importance. All musical instruments, Hi-Fi, tape recorders and any electrical equipment should be returned after use.

3.46 Supervision of Pupils

Break-time supervision: Children will not be left unsupervised

Pedestrian-vehicle separation: Refer to Transport Procedures.

Off-site break times: Within reason these should not be less than those for on-site break-times.

Supervision of Pupils Before and After School:

Parents have a legal duty to ensure that their child attends school at the appropriate time and that that child is collected from school within reasonable time of the school finishing.

Teachers can reasonably be asked to be available to supervise children at school up to 10 minutes before school starts and for the same period after school ends, and any such supervision time is included in teachers' directed time. The relevant section of the teachers' conditions of Employment requires teachers to supervise pupils "whether... before, during or after school sessions".

As far as the supervision issue is concerned, there is no statutory legislation which covers the supervision of pupils before and after school. Parents must ensure that their children arrive at, and are collected from, school at the appropriate time either by delivering to/collecting from the school themselves; permitting them to walk to and from school alone or ensuring that, for those entitled to home-to-school transport, the child arrives at a pre-determined pick-up point and making arrangements for them to return home from the pre-determined drop off point. Having said that, pupils cannot be expected to arrive at school all at the same time when parents will themselves be leaving for work at different times. In addition, school transport arrangements mean that there are early arrivals in the morning and perhaps pupils waiting for buses after school. While the school's duty of care exists so long as the pupils are on the school premises with the school's consent, it is unreasonable for the school to have to take responsibility for children arriving at school before supervision could reasonably be expected. Similarly arrangements for collection of pupils at the end of the school day must also be reasonable.

In the case of pupils arriving/leaving on school transport, it is important that staff are available to supervise these pupils as they arrive at school. Depending on the age and/or ability of the pupils, supervision may begin when they enter the school grounds. In some cases, however, circumstances may dictate that pupils are collected from the vehicle by a member of staff in person.

Should it be felt that the transport is arriving at the school at an unreasonable time, we will contact the **Integrated Transport Team on 0333 2406965** where they will try to assist.

Communication with parents in these situations is particularly important. The school prospectus states when the school will take responsibility for children before school opens and at the end of the day and reminds parents that before/after then, there will be nobody to supervise pupils. If, for any reason, arrangements have to be changed, then the parents will be told well in advance. This is particularly important at schools where for many years, teachers and/or ancillary workers have arrived at school in time to supervise any early arrivals, i.e. prior to the 10-minute period before school starts.

Younger i.e. foundation age pupils should be kept in school and handed to parents/carers once they arrive. This may also be necessary for pupils in Key stage one but is not statutory. Any pupils with special educational needs will be considered separately when a risk assessment will be used to determine the supervision and handover procedure of the pupil concerned.

Children who arrive at school knowing that supervision arrangements are not in operation are there at their own risk, and parents will be informed that during this time, the responsibility for the safety of those pupils rests with the parent/carer. However, should a member of staff be present and a dangerous situation develop, then legally as well as professionally and morally, the member of staff should attempt to intervene or to seek assistance, as the situation requires.

Non-Collection of Pupils:

15 minutes after non-collection at the normal time - call emergency contact numbers in hierarchical order

If no response from emergency contact numbers after a number of attempts have been made

30 minutes after non-collection at the normal time - call Police and explain that a child has not been collected

1 hour after non-collection at normal time - call Children's Services Social Care and ask for advice

Throughout this time and prior to contacting either the Police or Social Care, continuous attempts must be made to contact the normal emergency contact numbers provided by the parent/carer.

Children leaving the school premises

No child is to be allowed to leave the premises during school hours unless there is previous notice from the child's parent or guardian. The Head teacher or her Senior Management Team must be informed if a child is picked up by an adult during the course of the school day. At the end of the day all children must be collected by an adult, parent or notified other adult. When there is any doubt about arrangements the Head teacher or her Senior Management Team must be informed before any child leaves the school.

3.47 School Performances & Events

- All of our school performances are for the benefit of parents, grandparents and friends of the school only which would be deemed 'Private Entertainment'. No admission charge is ever made. Therefore, performances at our school are NOT Regulated Entertainment so are not Licensable as defined by the Licensing Act 2003. A Premises Licence is therefore NOT required.
- We develop a written evacuation procedure for performances/events (when larger than normal numbers of people would be present); ensure that all staff are aware of their responsibilities should an evacuation be required during a performance/event and ensure this is clearly displayed. The performance/event leader also ensures this is explained to audiences/participants at the beginning of any such performance/event.
- Calculated Hall Capacity for the hall is not exceeded unless suitable mitigating controls are introduced and included in the fire risk assessment.
- Seating, modular staging/stage blocks and trade stalls for example never obstruct fire escape routes/ doors.
- Reference should also be made to the school Fire Risk Assessment held separately.

3.48 Students/Pupils on Work Experience at the School

We are happy to provide a limited number of work experience placements for young people.

The exact nature of the duties undertaken by the student will depend on a number of factors, including:

- Age and experience of work experience student;
- Requirements of course being undertaken by work experience student.

A designated member of staff will supervise all work experience students. They will oversee the visit and provide general guidance and advice on school routines, expected standards of behaviour, and duties etc. The designated member of staff the appropriate Team Leader.

The work experience student will become a member of the School staff for the period of their visit. This fact will have considerable bearing on their expected behaviour. A Health and Safety Induction will be carried out on day one of the placement. A Model Work Experience Induction Checklist can be found in General Safety Series G12 on the KAHSC website.

The risks associated with work experience pupils or trainees may differ slightly to the risks that have been identified for other workers due to their inexperience, possible immaturity and the unfamiliarity with the environment or work processes. Existing risk assessments must take into account any young persons working at the school (both pupils on work experience from other schools under the compulsory school leaving age and young employees under the age of 18) who may be put at increased risk due to their age and inexperience. There

is no requirement for an employer to complete a separate risk assessment specifically for a young person. Employers are required to manage risks in their workplaces and organisers of placements should not be second-guessing this or adding unnecessary bureaucracy. The organisers should simply ask sensible questions to satisfy themselves that arrangements are in place, and ensure that the employer knows of any specific issues for the student. Please refer to HSE's guidance for more details www.hse.gov.uk/youngpeople/workexperience/organiser.htm.

Initially the work experience will usually involve periods of observation. As the student becomes more familiar with the layout of the School and its operation the expectations of and responsibilities given to the student will change. Duties and responsibilities may include assisting:

- with the supervision of morning duties;
- staff before activity sessions;
- staff during activities;
- with cleaning up.

In order to satisfy fire regulations, if work placement students wish to leave the site during break time or lunch breaks, it will be necessary to inform a member of the staff before they leave.

If the School is required to produce a report or record of the experience, this will need to be discussed with a supervising staff member at the start of the visit.

3.49 Policy on the Use of Mobile Phones

References

Safety Advice Note (G)10
Safety Advice Note (G)21
KAHSC General Safety Series G21 – Use of Digital Photographic Images
Whole School Behaviour Policy
School Child Protection Policy
School E-Safety Policy
School Data Protection Policy
Home School Agreement

Procedures

Employees

Our Online Safety policy clearly states that mobile phone or electronic communications with a student at our school is not acceptable other than for approved school business e.g. coursework, mentoring. Where it is suspected that a child is at risk from internet abuse or cyber bullying we will report our concerns to the appropriate agency.

Staff should be particularly aware of the professional risks associated with the use of electronic communication (e-mail; mobile phones; texting; social network sites) and should familiarise themselves with advice and professional expectations outlined in Guidance for Safer Working Practice for Adults who Work with Children and Young People, the school's E-Safety Policy and the Cumbria LSCB document 'Online Communication Code of Conduct for Staff Working with Children' and the LSCB guidance on Texting.

Images of children should normally only be taken on school equipment i.e. digital camera or mobile phone; if personal equipment of staff is used, the individual should inform another member of staff, show them the images and ensure that the downloading and subsequent deletion of the images from the personal device is witnessed (if possible by the same member of staff who witnessed the original image taking).

3.50 Sun Protection

References

Cancer Research SunSmart website (School Resources) [Click here to access](#)

Skin Cancer Hub website [Click here to access](#)
Safety Advice Note (G)31

Procedures

At Inglewood Community Nursery & Infant School we are fully aware of the dangers that over exposure to sunlight can have on skin and acknowledge the importance of sun protection and want staff and pupils to enjoy the sun safely. We will work with staff, pupils and parents to achieve this through:

IMPLEMENTATION

As a school we will:

- Develop staff awareness, i.e. through provision of information regarding sun safety and available resources to teachers.
- The SunSmart skin cancer prevention messages will be promoted by using the SMART code:
 - **S** tay in the shade 11am-3pm
 - **M** ake sure you never burn
 - **A** lways cover up with a t-shirt, hat and sunglasses
 - **R** emember to take extra care with children
 - **T** hen use at least factor 15+ sunscreen (30+ is considered best practice)
- and implementing the concepts of “Slip, Slop, Slap, Seek and Slide”:
 - **SLIP** on clothing to cover your arms and legs
 - **SLOP** on sunscreen with factor 15+ (30+ is considered best practice)
 - **SLAP** on a wide-brimmed hat
 - **SEEK** shade or create your own shade
 - **SLIDE** on some UV protective sunglasses
- Other sun safety precautions include using lip balm with a SPF of 15+ and performing regular skin examinations.
- All pupils’ sun cream/sticks/roll on must be clearly labelled. No child should share products belonging to other children.

SUPPORTING STRATEGIES

Education

These measures are in place from now on:

- All pupils will have at least one SunSmart lesson per year and in Nursery, all pupils will have a SunSmart story time at the start of the summer term.
- We will talk about how to be SunSmart in assemblies at the start of the summer term and before summer break.
- The dangers of the sun will form part of the PSHE/science curriculum and in Nursery, children will paint SunSmart pictures to reinforce the sun protection messages and we are adding a SunSmart song to those we normally sing around this time of year.
- We will provide parents with information on the type and recommended preventive strategies for sun safety through school newsletters and a letter home at the end of the spring term.
- We encourage and ensure through advance notice that parents, staff and students use a preventive approach on special, all-day activities such as PE days, educational visits and sports days.
- Teachers will attend a special SunSmart training workshop at the end of the spring term and information on sun safety will be provided in the staff room.

Protection

This is an ongoing process. We have developed a proactive supervision procedure during the lunch break (i.e. checking pupils for appropriate attire such as sunhats etc., encouraging the use of shade etc.). This particularly focuses on pupils whose parents have not provided them with either sunscreen or protective clothing.

Shade

- We provide a balance of indoor and outdoor activities during peak times and provide an indoor area to allow children to shelter from the sun. Supervisors will monitor pupil movement. When the sun is strong we will encourage pupils to sit/play in the shade where it is available.
- We utilise shaded areas for outdoor play. The Head teacher will organise a review of the outdoor areas around school with a focus on providing shade. The resulting action plan will be implemented and will be monitored by the governors responsible for Health and Safety and Buildings and Grounds. The action plan may result in:
 - Planting mature trees in play areas – involving pupils in the planning and care of these.
 - Providing protective shade – buildings, awnings etc.
 - Providing shaded seating – under trees, parasols for picnic benches etc.
- Babies will always be kept out of direct sunlight.

Timetabling

- In the summer months we will aim to schedule outside activities, school trips and PE lessons before 11.00 am and after 3.00 pm if appropriate. If this is unavoidable we will ensure hats, clothing and sunscreen are all worn to prevent sunburn.
- Wherever possible, sports day will be held in the morning and finish before lunch to avoid the hottest part of the day.

Clothing

- Sunhats will be considered to be part of school uniform and children will be actively encouraged to wear them.
- When outside in sunny weather, children are required to wear hats that cover the ears, face and neck.
- Children are encouraged to wear tops that cover their shoulders (vests and strappy tops are discouraged).
- Children are allowed to wear UV protective sunglasses when outside during sunny weather.
- All teachers have agreed to lead by example and be seen to adhere to sun safe practices e.g. wear hats when on playground duty and teaching outdoors on sunny days.

Sunscreen

- Sunscreen use will be encouraged on days when the sun is strong during summer at lunch breaks, during PE lessons and on school trips. Parents are encouraged to apply cream before the start of school. There are proprietary products on the market which only need to be applied once per day.
- Extra sunscreen will be made available in case children forget their own.
- Normally, pupils will be encouraged to apply their own cream (preferably a 'roll on' style) under the supervision of an adult.
- Adults may help children apply cream to face, neck and arms. Children should apply cream to their own legs. Adults may only apply cream where another adult is present.
- Staff will apply sun cream to pupils who cannot manage to apply it themselves appropriately. Generally these will be pupils with special educational/physical needs or very young pupils.

AS A GENERAL RULE OF THUMB, ESPECIALLY FOR YOUNGER CHILDREN

"If my shadow is shorter than me I need to stay in the shade"

3.5 I Information Technology (IT) and E-Safety

References

Safety Advice Note (G)8
KAHSC Code of Practice for the Primary Curriculum
School e-Safety/Acceptable Internet Use Policy
School Data Protection Policy
Whole School Behaviour Policy
Child Protection Policy
Home School Agreement

Procedures

- The layout of equipment will be appropriate with sufficient room for each student.
- Seating will be suitable i.e. ideally height and comfort adjustable for individual users.
- Lighting levels will be adequate for the types of activities undertaken.
- Heating levels and ventilation will be adequate.
- Combustible items in the IT workroom will be stored appropriately.
- Electrical sockets and electrical extension leads will be used responsibly e.g. not overloaded, surge protected etc.
- The server unit is housed appropriately e.g. where it cannot overheat, away from combustible materials, wires kept tidy etc.
- The fabric of the room and equipment is in a generally good condition, and the room is kept tidy.
- It is recognised that the use of new technologies presents particular challenges and risks to children both inside and outside of school. We will ensure a comprehensive curriculum response to enable all pupils to learn about and manage the associated risks effectively and will support parents and the school community (including all members of staff) to become aware and alert to the needs of keeping children safe online.
- We have a suitable E-Safety Policy which includes acceptable use agreements for staff, Governors and pupils, reinforces the need for parents to act responsibly when using Facebook or other social networking sites and includes references to extremism, radicalisation and child sexual exploitation.
- There are robust security measures in place to protect potentially sensitive documents being accessed at home or being taken off site using pen drives, which must be encrypted. Our arrangements for security are fully discussed in the school E-Safety Policy.
- Where laptops are supplied to staff or pupils to use at home, we ensure that users are provided with information on the safe and proper use of laptop computers. We may also provide persons using laptops with separate keyboards, mice and monitor raisers.

Detailed information can be found in the school **E-Safety Policy** held separately.

3.52 Trees

References

Workplace (Health, Safety and Welfare) Regulations 1992
Compliance Monitoring in Council Buildings
HSE: [Managing the Risk from Falling Trees](#)
[Arboricultural Association](#)
[Forestry Commission](#)

Procedures

Although the risk of serious injury or fatality from falling trees is very low, management strategies are in place to monitor and maintain trees on our school grounds. Risks increase depending on the volume of people using a particular area; trees on or close to the highway; following severe weather i.e. storms and high winds.

The condition of trees on site will be closely monitored (including after storms or strong winds) by Allison Little; the trees managed and the site **re-surveyed periodically**, with recommendations acted upon on a risk priority basis. Any contractors employed to carry out remedial works will be competent e.g. a member of the Arboricultural Association. The last Tree Survey was undertaken by Cumbria County Council on 3/3/2015 and recommendations are being actioned on a risk priority basis in line with the survey report. Lower risk recommendations have been added to the school improvement plan for future action.

Although District Councils have not historically placed Tree Preservation Orders (TPO's) on County Council land, we will, as a courtesy, contact the local district council before any significant works are undertaken on our trees. This will not apply in emergency situations i.e. when a tree needs to be felled as it is in a dangerous condition and could fall.

3.53 Behaviour

References

Safety Advice Note (G)14

KAHSC General Safety Series G01 – Managing Violence in Schools
KAHSC General Safety Series G22 – Dealing with Potential Suicide
KAHSC General Safety Series G39 – Drug Related Incidents in School
Whole School Behaviour Policy
Positive Handling, Support and Intervention Procedures

Procedures

Reference should be made to the Whole School Behaviour Policy and Positive Handling, Support and Intervention Procedures held separately.

Little Fawns Additional Information

Safeguarding and Welfare Requirement: Health

Where children are provided with meals, snacks and drinks, they must be healthy, balanced and nutritious.

6.5 Food and drink

Procedures

- Before a child starts to attend the setting, parents are asked about their dietary needs and preferences, including any allergies
- Information is recorded about each child's dietary needs.
- There is regular consultation between parent and staff to ensure that our records of their children's dietary needs – including any allergies - are up-to-date.
- Snacks are planned in advance, involving children and parents in the planning.
Nutritious food is provided for all snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings.
- Foods are included from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- We organise snack times so that they are social occasions in which children and adults participate.
- Snack times help children to develop independence through making choices, serving food and drink and feeding themselves.
- Children are provided with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures.
- Fresh drinking water is constantly available for the children.
- For young children who drink milk, we provide semi-skimmed milk from the age of two years.

Packed lunches

- Parents are encouraged to provide sandwiches with a healthy filling, fruit, and milk based deserts, such as yoghurt or crème fraiche,. We discourage sweet drinks and can provide children with water or milk;
- packed lunch contents that consist largely of crisps, processed foods, sweet drinks and sweet products such as cakes or biscuits are discouraged.
Children bringing packed lunches are provided with plates, cups and cutlery; and
- Adults sit with children to eat their lunch so that the mealtime is a social occasion.

Little Fawns Additional Information

Safeguarding and Welfare Requirement: Child Protection

Providers must have and implement a policy, and procedures, to safeguard children.

Missing child

Procedures

Child going missing on the premises

- As soon as it is noticed that a child is missing, the child's key person alerts the head teacher.
- The register is checked to make sure no other child has also gone astray.
- The key person will carry out a thorough search of the building and garden.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- If the child is not found, the head teacher calls the police immediately and reports the child as missing. If it is suspected that the child may have been abducted, the police are informed of this.
- The parent(s) are then called and informed.
- A recent photo and a note of what the child is wearing is given to the police.
- The head teacher talks to staff to find out when and where the child was last seen and records this.

Child going missing on an outing

- As soon as it is noticed that a child is missing, the staff members on the outing ask children to stand with their designated carer and carry out a headcount to ensure that no other child has gone astray.
- One staff member searches the immediate vicinity, but does not search beyond that.
- The leader on the outing contacts the police and reports that child as missing.
- School is contacted immediately and the incident is recorded.
- The school contacts the parent(s).
- Staff take the remaining children back to the school as soon as possible.
- According to the advice of the police, a senior member of staff should remain at the site where the child went missing and wait for the police to arrive.
- A recent photo and a description of what the child is wearing is given to the police.

The investigation

- Ofsted are informed as soon as possible and kept up-to-date with the investigation
- Head teacher speaks with the parent(s) and explains the process of the investigation.
- The parent(s) may also raise a complaint with us or Ofsted.
- Each member of staff present writes an incident report detailing:
 - The date and time of the incident.

- Where the child went missing from
- Which staff/children were in the premises/on the outing and the name of the staff member who was designated as responsible for the missing child.
- When the child was last seen in the premises/or on the outing, including the time it is estimated that the child went missing.
- What has taken place in the premises or on the outing since the child went missing.
- The report is counter-signed by the senior member of staff and the date and time added.
- A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation, all our staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff and parents. Children's social care may be involved if it seems likely that there is a child protection issue to address.
- In the event of disciplinary action needing to be taken, Ofsted are advised.

Little Fawns Additional Information

Safeguarding and Welfare Requirement: Health

The provider must promote the good health of children attending the setting. They must have a procedure, discussed with parents and/or carers, for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection, and take appropriate action if children are ill.

Managing children who are sick, infectious, or with allergies

Procedures for children who are sick or infectious

- If children appear unwell during the day – for example, if they have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach – a senior member of staff will call the parents and ask them to collect the child, or to send a known carer to collect the child on their behalf.
- If a child has a temperature, they are kept cool, by removing top clothing and sponging their heads with cool water, but kept away from draughts.
- The child's temperature is taken using a forehead thermometer strip, kept in the first aid box.
- In extreme cases of emergency, an ambulance is called and the parent informed.
- Parents are asked to take their child to the doctor before returning them to the setting; we can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.
- Where children have been prescribed antibiotics for an infectious illness or complaint, we ask parents to keep them at home for 48 hours before returning to the setting.
- After diarrhoea, we ask parents keep children home for 48 hours following the last episode.

Reporting of 'notifiable diseases'

- If a child or adult is diagnosed as suffering from a notifiable disease under the Health Protection (Notification) Regulations 2010, the GP will report this to Public Health England.
- When we become aware, or are formally informed of the notifiable disease, the school Ofsted and contacts Public Health England, and acts on any advice given.

HIV/AIDS/Hepatitis procedure

HIV virus, like other viruses such as Hepatitis A, B and C, are spread through body fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults. We:

- Wear single-use vinyl gloves and aprons when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.
- Use protective rubber gloves for cleaning/sluing clothing after changing.
- Rinse soiled clothing and bag it for parents to collect.
- Clear spills of blood, urine, faeces or vomit using mild disinfectant solution and mops; any cloths used are disposed of with the clinical waste.
- Clean any tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit using a disinfectant.

Head lice

- Head lice are not an excludable condition.
- On identifying cases of head lice, we inform all parents and ask them to treat their child and all the family if they are found to have head lice.

Procedures for children with allergies

- When children start at the setting we ask their parents if their child suffers from any known allergies. This is recorded on the Registration Form.
- If a child has an allergy, we complete a risk assessment form to detail the following:
 - The allergen (i.e. the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc).
 - The nature of the allergic reactions (e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc).
 - What to do in case of allergic reactions, any medication used and how it is to be used (e.g. Epipen).
 - Control measures - such as how the child can be prevented from contact with the allergen.
 - Review measures.
- This risk assessment form is kept in the child's personal file and a copy is displayed where our staff can see it.
- ..
- At all times we ensure that the administration of medication is compliant with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage

