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Health & Safety Standards (Part 2)

Introduction

Cotswold Beacon Academy Trust recognises its responsibility as an employer, and provider of education services, and seeks to ensure an active health and safety culture throughout its academies. The Trust also encourages them to strive to meet and adhere to all relevant UK and EC legislation and codes of practice.

Cotswold Beacon Academy Trust will provide competent technical advice on health and safety matters through its own suitably experienced and qualified employees, and Occupational Health provider to assist Headteachers in their task of ensuring healthy and safe conditions in the workplace.

Health and Safety is an important part of school life and keeping children and adults safe is essential within our teaching and learning environments. Children should be able to experience a wide range of activities, safely and healthily adhering to the standards should help them to do so. It is important that children learn to understand and manage day to day risks, whilst enhancing learning and innovation.

The Trustees of Cotswold Beacon Academy Trust have published a Statement of Intent alongside these standards, and expect all Academies in the Trust to demonstrate their compliance, maintain their own Health and Safety Policy, and adopt a sensible approach to Health and Safety.

By focusing on how significant risks are managed through a robust risk assessment approach, schools can ensure control measures are suitable, sufficient and proportionate to the risks of an activity. Employees should be encouraged to adhere to safe systems of work and safe work practices in compliance with statutory legislation and the general duty of care required by Academies.

This Health and Safety Standards document outlines the minimum standards to enable everyone to undertake their roles and responsibilities and fulfil their potential free from work related injury or ill health; this includes, governors, managers and leaders, employees, service users, pupils, partners and others who may be affected by the schools work activities. It is therefore important that both Headteachers and Local Governing Bodies ensure that the requirements of these standards are implemented.

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Introduction

The law

Under the Health and Safety at Work etc. Act 1974, the Trust, as the employer, has overall responsibility for health and safety, and must take reasonable steps to ensure that the staff and pupils are not exposed to significant risks to their health and safety. This applies to activities on or off the Academy premises. Responsibility for health and safety cannot be devolved; the employer must provide oversight and monitoring.

The management of Health and Safety at Work Regulations 1999 set out in more detail what actions employers are required to take. As a summary this includes:

- Assessing the risk to staff and others affected by school activities in order to identify the health and safety measures that are necessary and keep a record of any significant findings (significant risks)
- Introducing measures to manage those risks
- Informing employees about the risks and measures to be taken to manage the risks
- Ensuring that adequate training is given to employees on health and safety matters

All school employees have a duty to look after their own and others' health and safety and have a duty under common law to take care of pupils the same way that 'a prudent parent' would do so. Employees must also cooperate with their employer on health and safety matters, carry out their work in accordance with training and instructions, informing them of any work situation representing a serious and immediate danger, so that remedial action can be taken in a timely manner.

Responsibilities of Schools

The Headteacher and Local Governing Body (as a managing body) have overall day to day responsibility for health and safety in the school and must ensure that:

- The school employer's health and safety policies is followed and effective arrangements are in place for managing health and safety risks at the school
- Effective communications are in place with governors and staff, giving clear information to pupils and visitors, including contactors, regarding significant risk on site
- Staff have appropriate training and competency to deal with risks in their areas of responsibility
- Effective consultation is in place with recognised trade union safety representatives/employee representatives
- Staff understand their responsibilities and know how to access support and advice to help them manage risks responsibly
- Where responsibilities are delegated to specific managers and staff, ensure those nominated are competent, and understand and accept the responsibility being delegated to them
- Managers and staff with delegated health and safety responsibilities have sufficient authority and the time and resource to fulfil their role

Health and Safety Advice

Health and safety law requires employers to appoint someone competent to help them meet their health and safety duties. Headteachers and Local Governing Bodies must ensure that whoever is appointed has appropriate qualifications, knowledge and suitable experience to provide appropriate health and safety advice to the school.

Headteachers and Local Governing Bodies must ensure that whoever they appoint are made aware of the standards contained within this document.

Health and Safety Policy

Key points:

Each Academy maintains their own Health and Safety Policy which must;

- Include responsibilities of Headteachers and school staff
- Be kept up-to-date and regularly reviewed, as part of ongoing monitoring and review
- Detail school specific health and safety procedures, reflecting actual practice within the school
- Tailor the information dependent upon the size of the school and its activities. For example, the arrangements for a small infant school may be very brief, whereas a large secondary school with a range of laboratories and workshops will be much more detailed
- Be proportionate, effective and appropriate
- Include incident reporting, first aid, fire safety, manual handling, slips, trips and falls, work at height etc.

Generic Risk assessments

Key points:

- Schools have a duty to assess the risks to staff and pupils and any other person who is affected by their activities, e.g. parents, volunteers, visitors/contractors etc.
- The term risk assessment is used to describe the process of thinking about the risks of school activities and the steps taken to control them
- Written risk assessments should be in place to record the significant findings (significant risks; the things that can cause real harm)
- Sensible risk management does not mean that separate written risk assessments are required for every activity
- Schools should always take a common sense and proportionate approach, remembering that risk assessments are tools to enable people to undertake activities safely, not prevent them from taking place
- Sensible risk management cannot remove risk altogether but it should avoid needless or unhelpful paperwork
- Findings of risk assessments should be communicated to relevant staff and others who are likely to be affected
- Persons carrying out risk assessments must be competent *(see health and safety training)*

- Risk assessments must be kept up-to-date and be regularly reviewed, at least annually or sooner where required, particularly if circumstances change.
- Where model risk assessments are used they must always be adapted to the local school environment and activities being undertaken.

Specific Risk Assessments

- Some activities, especially those happening away from school such as an off-site trip, may involve higher levels of risk and a specific risk assessment will be needed
- Schools do not need to carry out a new risk assessment for every off-site visit that usually forms part of the school day, e.g. taking pupils to a local venue which it frequently visits, such as a church or park etc. Any risks from these routine activities should have already been considered at the planning stage
- In addition, in some curriculum areas where there is a greater element of risk particularly in secondary schools, specific risk assessments will need to be undertaken. Examples include design and technology, art, science, physical education and school sports activities. *(See curriculum specific section for further information)*
- It may also be appropriate for schools to complete specific risk assessments for individual pupils with challenging behaviour, disabilities, special educational needs and additional support needs. Schools should work together with relevant agencies to do this
- Other specific assessments for certain areas of health and safety may also be required, e.g. COSHH, display screen equipment, manual handling, working at height, personal safety, new and expectant mothers etc.
- Schools need to also assess risks from vehicle movements on their premises and manage risks in line with current workplace transport guidance, e.g. segregation of pedestrians and vehicles, marking and lighting etc.
- Schools need to also consider in their risk assessment, vehicle movements occurring immediately outside the premises which may be associated with school activities, such as staff arriving and leaving, school buses and taxis, delivery vehicles, parents parking, dropping off, collecting etc.

Health and Safety Training

Key points:

- Schools must ensure that staff are given appropriate health and safety training for their job
- In some cases, attendance on a formal training course will not be required and it may simply mean providing staff with basic information and instructions about health and safety generally within the school
- Health and safety inductions checklists should be used by schools to assist with this process and records should be kept of all inductions undertaken
- In other cases, there will be the need to attend more formal courses.

- Where training is sourced from external providers evidence of the learning outcomes and satisfactory understanding by delegates should be kept by the school to demonstrate competence

The following training is mandatory for schools. Training should be refreshed every 2 years:

- **Health and Safety Awareness** – for Headteachers and Governors and Leadership Teams
- **Premises Management** – includes moving and handling, working at height, water hygiene management and asbestos awareness for the Senior Caretaker
- **Risk Assessment Workshop Training** – on-line and delivered training for managers/staff carrying out risk assessments for school activities

  Selection and Management of Contractors on site – for Headteachers and other persons in school involved in the commissioning, appointing, management and monitoring of contractors, e.g. Business Managers, Facilities Administrators/Caretakers etc.
- **Fire Risk Assessment** – for the responsible person in charge of the premises where an external competent provider is not used
- **Fire Safety and Fire Marshal Training** – on-line and delivered training available for all employees in school
- **First Aid at Work Certificate** – based on risk assessment

The following courses should be undertaken for schools and should be refreshed every 2 years with the exception of first aid training:

- **Working Alone in Safety/Dealing with Violence and Aggression** – for Caretakers and those who work alone e.g. staff conducting home visits, working late or remotely
- **Infection Control in a School Setting** – For Caretakers and relevant teaching or support staff
- **Safe Use and Inspection of Ladders –** for Caretaking staff whose role requires them to work at height using steps and ladders
- **First Aid at Work Refresher Course–** (Refreshed three yearly) where a First Aid at Work Certificate is already held and the need is based on risk assessment

Other key points

- Schools will need to consider attendance on other training programmes for specific school staff as appropriate, e.g. paediatric and visit leaders first aid, manual handling of objects and people, display screen assessor and managing conflict and aggression.
- In curriculum areas where there is a greater element of risk, particularly in secondary schools, specific formal training will need to be undertaken for certain activities e.g. design and technology, art, science, physical education and school sport etc. Schools must access competent training for the relevant curriculum area. (*See curriculum specific section for further information*)
- Support staff such as admin staff, cleaners may also need to undertake specific training, such as manual handling, COSHH etc.

Health and Safety Workplace Inspections

Key points:

- Schools must ensure a safe place of work and safe working environment for everyone who uses the site
- In practice, this can be done day-to-day by school staff as a routine visual inspection/check of their work areas
- However, it is CBATs policy for all schools in the Trust to also undertake a more formal health and safety workplace inspection on a termly basis.
- More frequent health and safety inspections may need to be considered in areas of greater risk
- An inspection is a simple way of identifying and evaluating any health and safety hazards in school that could cause harm, as well as an opportunity to checks records and documentation. It should concentrate on physical and environmental hazards, e.g. slippery surfaces, trailing cables, uneven floor/steps, unsafe equipment/machinery/fixtures, poorly stored chemicals/substances etc.

  The inspection should cover all internal and external areas of the school, including store rooms, car parks, boiler houses and other areas which can be safely accessed
- The process should then concentrate on taking any appropriate action needed to remove any dangers
- Formal inspections must be undertaken by a competent person who is suitably experienced and has ability to correctly identify and evaluate hazards. Inspections should be recorded. Persons with no experience can attend but as a minimum should have undertaken risk assessment training as a basic introduction to the understanding of workplace hazards
- In a secondary school environment, where greater hazards exist in laboratories and workshops the inspection process should be undertaken by or with somebody who has suitable knowledge and experience of the environment Trustees and LGBs should be involved in carrying out walk-through inspections of the school to help supplement the formal health and safety workplace inspection

Classroom Checks

Key points:

- In addition to formal health and safety workplace inspections, schools should ensure that appropriate daily visual checks are undertaken by staff in classrooms/work areas
- The Health and Safety Executive (HSE) have produced a simple one page 'classroom checklist' for schools that wish to record the checks undertaken; although this is not mandatory see Appendix A

Accident/Incident/Near Miss Reporting & Investigation

Key points:

Schools must have a system in place to record, report and investigate all accidents, incidents and near misses and take any necessary and appropriate action to prevent recurrences

There is a legal requirement under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) for certain types of accidents/ incidents to be reported to the HSE via the Gloucestershire County Council SHE unit.

Incidents involving school pupils should be reported to the GCC using the SHE Assure accident/incident/near miss reporting system where the incident arises out of or is in connection with work. Section 2 of the Health and Safety guidance information document EDIS 1 identifies the criteria of what is considered to be arising out of or is in connection with work

Pupil accidents that fall outside of the scope of Section 2 of EDIS 1 should be recorded in school only. Incidents involving members of the public on site are also required to be reported where the member of public is taken from the scene of the incident to hospital for treatment. For more information please refer to the accident/incident reporting guidance at

Asbestos

Key points:

The Control of Asbestos Regulations (CAR) 2012 Regulation 4 places a specific legal duty to manage asbestos on the owners and/or those responsible for maintenance in non-domestic premises. Subsequently Headteachers and Local Governing Bodies have a duty to safely manage any asbestos containing material in school buildings and on school sites within their control.

Headteachers and Local Governing Bodies must ensure that there are asbestos (management) surveys in place to identify where asbestos containing materials are located within school buildings. *School buildings built after Dec 31st 1999 can be considered to be asbestos free*

- Headteachers and Local Governing Bodies must also ensure that there is a local asbestos management plan in place identifying;
    - Local responsibilities of managers and key staff within the school
    - That a six monthly inspection and review of the ongoing condition of asbestos containing materials is undertaken
    - Emergency procedures are in place in the event of damage to asbestos containing materials

Legionella/Water hygiene

Key points:

- Headteachers and Local Governing Bodies must ensure that there are effective measures in place for the management and control of legionella risks from water systems in school buildings under their control
- The GCC Water Hygiene guidance and procedures must be followed by schools and actions carried out.

  The following key information must be provided to staff;
    - roles and responsibilities including training/competence
    - risk assessment; maintenance works & monitoring

- record keeping
- water sampling
- actions to be taken in the event that legionella is detected and actions to be taken in the event of a legionella outbreak

Building General Maintenance

Key points:

- Schools are responsible for ensuring that the whole school environment is safe for pupils, staff and visitors. This can include dealing with day to day reactive maintenance issues
- A defect reporting system must be in place for staff to report any issues affecting the school environment. Additionally, an ongoing termly site inspection must be undertaken to identify ongoing building condition and areas where work is required

Educational Visits/ Off Site Trips

Key points:

- Schools must follow current GCC educational visits guidance and the Outdoor Education Advisors Panel (OEAP) national guidance to demonstrate that they are taking responsible steps to manage risks
- Schools must appoint an Educational Visits Coordinator (EVC) and ensure they attend GCC EVC training as part of their competence
- The EVC should be a member of the school senior leadership team and senior member of staff who should be provided with sufficient time and resource to carry out the role effectively

Fire Safety Management

Key points:

- Schools must ensure a high standard of fire safety management throughout their buildings and premises
- Schools must aim to effectively reduce the risk of fire, protect property, maintain day to day school activities but most importantly, protect life
- Under fire safety legislation a suitable and sufficient fire risk assessment must be in place to identify fire hazards and evaluate the risks
- The fire risk assessment must take account of special risks, including persons with disabilities or mobility difficulties, as well as any persons sleeping or resident on school premises
- Based on the findings of the assessment, schools are responsible for ensuring the appropriate action is taken and for ensuring that adequate and appropriate fire safety measures are in place to minimise the risk of injury and loss of life in the event of a fire

Fire safety measures should include:

- Controlling sources of fuel and ignition in school
- Effective housekeeping and storage arrangements
- Having adequate means of escape available for all occupiers of the building including those people who require support or assistance (Personal Emergency Evacuation Plans)
- Adequate detection and warning systems (fire alarm, smoke and heat detectors, signage etc.)
- Fire evacuation procedures, a marked up floor plan of emergency routes & equipment and a school fire and emergency plan, detailing what action will be taken in the event the school premises are not occupiable as a result of a fire
- Firefighting equipment (extinguishers)
- A recognised internal and external maintenance, inspection and testing regime for fire safety which must include as a minimum:
    - fire extinguishers.
    - fire alarm detection and warning systems.
    - door control mechanisms.
    - emergency lighting.
    - lightning conductors.
    - electrical equipment and systems.
- Records of tests, maintenance and drills carried out (fire precautions log book)
- Fire safety training appropriate to staff in school

Fire Risk Assessment Framework

Fire risk assessments in schools must be undertaken by a competent person and be recorded.

Competence is defined as somebody with:

- Current knowledge and an understanding of fire safety legislation and assessment
- Training, knowledge and experience in the principles of fire safety and fire hazards/risks
- An understanding of building structure of the types of building being assessed, with regard to fire spread, prevention and protection
- Understanding the fire development and the manner in which people behave when exposed to fire
- An appropriate academic level qualification
- Training and experience in understanding fire risk assessment for a diverse range of premises/activities, and larger premises

The fire risk assessment must include a visual inspection and assessment of the buildings fire resistance to confirm the integrity of compartments, void spaces, walls, ceilings and doors to prevent and minimise the spread of fire or smoke.

The school's fire risk assessment and fire and emergency plan must be reviewed annually; documents must be reviewed sooner following any significant changes to the building or room use, as part of any refurbishment/construction projects, following a fire or other emergency incident or after an unacceptable fire drill

The review should be undertaken by the school based on the original assessment with support from the competent person

Actions plans produced from the assessment should include three main areas covering:

- local management actions
- repair and maintenance
- structural fire barrier actions (which relate to the compartmentation and fire resistance provided by fire barriers within the structure of the buildings)

Schools are responsible for ensuring that appropriate action is taken from the assessment undertaken

First Aid / Health / Medical

First aid- key points

- Schools must ensure they have sufficient, competent first aid provision for staff and children
- The numbers of trained first aiders is based on an assessment of risk, considering the size of the school and activities taking place
- The Health and Safety Executive website provides further information about conducting a first aid needs assessment and first aid requirements
- Under the Statutory Framework for the Early Years Foundation Stage, foundation stage classes in nursery, infant and primary schools must have at least one person with a current paediatric first aid certificate on the premises at all times when children are present. They must also accompany children on any off site visits/trips. Additionally, first aid treatment for Early Years Foundation Stage provision must be recorded individually in a first aid treatment book using one page to record each child's treatment
- First aid training including paediatric training must be sourced from a competent provider.

Health/Medical - key points:

- Advice and guidance on health issues and the management of medical needs for children can be obtained from the Office Manager – Marling School
- Public Health England should be contacted for advice on any communicable diseases within school. Tel 0344 225 3560. The Occupational Health, Safety and Wellbeing team must also be informed of any communicable diseases within school and any communication with Public Health England
- The Department for Education provide guidance on supporting pupils at school with medical conditions on their website. Links to other useful resources are also included

Maintenance, Inspection, Testing & Use of Machinery and Equipment

Key points:

- Schools are responsible for ensuring that equipment and machinery used for school activities is suitable, fit for purpose and maintained; and that any risks are prevented or controlled
- Those that use equipment and machinery must be instructed on its safe use, with appropriate visual checks undertaken prior to use
- Schools are responsible for identifying equipment and machinery that must be formally inspected and tested in accordance with relevant legislation and manufacturer's guidance. It must be carried out by a competent person
- Records of inspection and testing undertaken must be retained by schools and be accessible
- Any defective equipment must be taken out of use, discarded or repaired by a competent person
- Schools must take action from any recommendations given and ensure a record is made

Portable Electrical Appliance Equipment and Stage Lighting

- Should be formally inspected and tested by a competent person in accordance within schools' assessment of risk
- Testing must be completed at regular intervals. The recommended review period is every 2 years (with hand held power tools tested annually)
- A portable appliance test register should be held by the school and any items identified as defective should be removed from service and either repaired using a reputable provider or replaced

Access Equipment (step ladders/ladders, kick stools, mobile tower scaffolds)

- Formal inspections of ladders will vary in accordance with their usage in school.
- Access equipment must be inspected annually by a competent individual who has been trained
- School staff who use ladders and stepladders for an integral part of their job must undertake working at height training on the safe use of access equipment
- School staff using mobile tower scaffolds must attend and pass the basic prefabricated access suppliers and manufacturers association (PASMA) tower scaffold training course. Mobile tower scaffolds must always be assembled and inspected in accordance with the manufacturer's guidance by someone trained and competent in assembly and inspection

Outdoor Play Equipment

- Must comply with current standards adopted by the play industry; EN: 1176 (play equipment) and EN: 1177 (safety surfacing). All equipment supplied must have a certificate of conformity. The following inspections should take place
    - Routine inspection - basic pre use visual check by competent school staff (defects, breakages, cleanliness of area etc.) must be conducted daily and weekly. Weekly inspections must be recorded and signed

- Operational inspection - detailed inspection of equipment by persons qualified to Register of Play Inspectors International standards; focuses on equipment compliance and long-term structural problems with a written report provided. Operational inspections must be completed on a termly basis

- Annual inspection - detailed independent inspection of equipment by persons qualified to Register of Play Inspectors International standards; must be completed annually to ensure ongoing equipment compliance and long-term structural integrity. Where problems are identified a written report must be provided with an action plan

- When siting any new play equipment, schools should be mindful of existing structures and trees roots etc. A post-installation inspection must be carried out for all new equipment installed or where equipment has been moved or relocated

Pottery Equipment

- Must be inspected and tested by a competent contractor on an annual basis in accordance with current HSE guidance

- CLEAPSS (Consortium of Local Education Authorities for a Provision of Science Services) provide further specialist guidance on many topics in ceramics including kilns which schools should follow

Fume Cupboards and Local Exhaust Ventilation

- Must be inspected, examined and tested by a competent contractor at periods no greater than 14 months with remedial work undertaken

- Further guidance on the safe management of local exhaust ventilation system and dust extraction can be found on the HSE's website at www.hse.gov.uk/lev

- The CLEAPSS website also provide guidance on local exhaust ventilation systems within school science rooms and design and technology workshops

Lifting Equipment

- Lifting equipment for lifting people and accessories associated with lifting gear must be thoroughly examined by a competent person every 6 months

- All other lifting equipment such as goods lifts must be thoroughly examined at least every 12 months

- Lifting equipment must be included on the school's preventative maintenance schedule. Thorough examination should not be confused with preventive maintenance, although they have some elements in common. Preventive maintenance usually involves replacing worn or damaged parts, topping up fluid levels and making routine adjustments to ensure risks are avoided. Thorough examination may act as a check that maintenance is being carried out properly, but is not intended to replace it

Other Plant and Equipment

Any other plant and equipment should be inspected and tested in accordance with legislation and manufacturer's guidance. This includes electrical installations, gas appliances, pressure systems and other on-site equipment such as electrically powered gates/barriers etc.

Health and safety guidance for powered (automatic) gates and doors provides further information for schools on management and maintenance requirements.

Further guidance from national recognised organisations should also be referred to for maintenance, inspection and testing requirements:

- For design and technology equipment- refer to CLEAPSS and British Standard 4163:2014- Health and Safety for Design and Technology in Schools and Similar Establishments- Code of Practice
- For physical education/sports equipment- refer to relevant sections of the current 'Safe Practice in Physical Education and Sport' publication www.afpe.org.uk. Contractors should be a minimum of Sport Safe accredited

Selection and Management of Contractors

The selection and safe management of contractors on school sites is an essential and an important part of health and safety for Headteachers and Local Governing Bodies. It is important that when we talk about contractors we just don't just consider construction work but all contractors who provide procured services to schools. Headteachers and Local Governing Bodies must ensure that the contractors they use comply with health and safety law to ensure the safety of employees and others who are affected by their activities.

Key points:

- Schools must review the health and safety documents and arrangements of any contractor they wish to use as part of the schools procurement process. The arrangements contractors have in place must be fully implemented for the activities they undertake within school
- Where construction work takes place the management and monitoring of contractors must comply with the Construction (Design and Management) Regulations 2015
- It is a legal requirement in schools to appoint a competent person with sufficient knowledge to safely manage and monitor contractors working on site *(see health and safety training section)*
- A principal designer and principal contractor should be appointed in accordance with CDM regulations 2015
- Construction work should be planned, and for all works a construction phase plan developed to ensure that sufficient time and resources are given for the work to go ahead safely
- Where projects are notifiable an F10 must be completed and submitted to the Health and Safety Executive
- Suitably qualified and competent contractors should be appointed to undertake the work. Contractors, as a minimum should be accredited to the Safety Schemes in Procurement (SSIP). http://www.ssip.org.uk/

Management of Work-Related Stress and Wellbeing

Key points:

- Schools have a responsibility to promote the importance of health and wellbeing for preventing/reducing the incidence and impact of work-related stress through effective management commitment and support

- CBAT promotes the HSE management standards approach to identifying and managing the causes of work-related stress both at senior leadership team and staff level
- The CBAT Wellbeing Handbook provides further detailed information which must be followed
- CBAT has also produced individual and team/role stress risk assessment template forms for use where deemed appropriate by certain risk factors

Manual Handling, including the moving and handling of people

Key points:

- Schools have a duty to protect those carrying out manual handling activities from the risk of injury
- A risk assessment must be completed for all general manual handling activities
- A specific risk assessment may be required for individuals who have a pre-existing medical condition or are involved in higher risk activities
- Schools also have a duty to protect both staff and pupils from the risk of injury when carrying out manual handling activities involving the moving of children and young people, and lifting or carrying must be avoided unless it is clearly detailed in an individual's care plan and a risk assessment is in place
- Further information can be found in the CBAT Moving and Handling Guidance. This specific guidance covers:-
  - roles and responsibilities
  - safe moving of inanimate objects and people
  - training and competence
  - maintenance, test and inspection of manual handling equipment.
  - risk assessment
  - use of handling plans and procedures

Personal Safety

Key points:

- Personal safety is a shared responsibility between a school and its staff
- Schools must take reasonable steps to ensure that staff are able to work in a safe environment and assess and control risks from violence or the threats of violence as well as lone working
- See Lone Working Policy in school

Challenging Behaviour / Physical Intervention

Key points:

- It is important that challenging behaviour is managed within school settings to ensure the safety and wellbeing of employees, pupils and others who may be affected. A risk assessment should be undertaken where challenging behaviour is presented. This should help to identify supportive strategies. A holistic

approach to behaviour management includes strategies for de-escalation. Physical Intervention must be proportionate and in the best interests of the child and must only be used as a last resort and as absolutely necessary for the shortest time possible

- Risk assessments and management plans for physical intervention should be the product of an assessment made collaboratively by those professionally involved with the young person and their parents/carers, enabling a broad range of views to be taken into account. Wherever possible, pupils should be involved in this process. This risk assessment should form part of the individual's behaviour management plan
- Any intervention training should be sourced through an accredited provider such as The Institute of Conflict Management

Low Level Glazing / Window Restrictors

Low level glazing- key points:

- Schools must ensure the safe management of all glass and glazing products
- Where assessment identifies the risk of falling against or through glazing, adequate precautions must be taken. This may include provision of suitable safety film, replacement with safety glass or provision of barriers
- It is recommended that schools have a regular glazing survey undertaken by a competent contractor to determine the level of risk for all glazing installations, both internally and externally. Schools must take remedial action from any surveys undertaken

Window restrictors- key points:

Window restrictors are required in schools where pupils who are vulnerable to the risk of falling have access to windows, and/or the windows are at such a height where anybody falling out of them would be at risk of sustaining a serious injury

- Schools must assess the risk to determine the potential for any adults or children to fall out of any window within their buildings
- Assessments must be kept up-to-date and reviewed at least annually, or following an incident or significant change in building usage/activities that increases the risk of falls to vulnerable people

Swimming/Hydrotherapy Pools

Key points:

- Swimming and its related activities are health-enhancing; learning to swim and being confident in water provide the essential foundation for many water-based recreational choices and is also an important lifesaving skill
- The safe management of swimming activities, swimming pools and hydrotherapy pools are an essential and important part of health and safety management for schools that undertake these activities

CBAT's health and safety standard for all swimming and aquatic activities are contained within the current edition of ' Safe Practice in Physical Education and Sport' published by the Association for Physical Education (afPE) www.afpe.org.uk

- This must be followed to demonstrate that risks associated with swimming both on and off the school premises are adequately controlled
- Areas covered include;
  - general safe-practice
  - roles and responsibilities including training and competence for water safety
  - teaching and life guarding
  - safety routines and procedures for staff and pupils and swimwear and safety equipment
- Management and monitoring arrangements including supervision levels are also included as well as the use of hydrotherapy pools in special schools for children with specialist, complex physical difficulties

Schools With Their Own Pools

- Must manage and operate their pool in accordance with Health and Safety Executive's current guidance on Managing Health and Safety in Swimming Pools (HSG 179 document) and the Pool Water Treatment Advisory Group's (PWTAG) current guidance; Swimming Pool water- treatment and Quality Standards for Pools and Spas
- Schools with pools must have appropriate numbers of suitably qualified adults for the safe management of all swimming activities, i.e. teaching, supervising and lifesaving- as stated within afPE guidance
- Persons managing the technical operation of swimming pool plant must be competent and attain an appropriate level qualification to PWTAG AND HSG 179 standards
- In smaller pools and where only programmed swimming takes place, a two-day pool operator's certificate training course will meet these requirements
- In larger pools and where unprogrammed swimming takes place, this must be a full three-day pool plant operator's certificate course
- In order to maintain continued professional development, appropriate update training must be completed every 3 years
- There must be at least two persons trained to these standards; one trained person must be on the school site at all times the pool is in use
- The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) provide training www.cimspa.co.uk
- Other training providers used must be competent and cover the same training content
- Schools with pools must have robust pool safety operating procedures in place consisting of normal operating procedures, emergency action and appropriate risk assessments

- An annual maintenance inspection and service of the pool and plant must be undertaken by a competent specialist approved contractor
- An annual health and safety inspection of the pool must also be carried out by a competent person to identify and evaluate hazards and take appropriate action to remove any dangers. Checks of pool safety documentation, risk assessments and water testing records should form part of this process
- The inspection can be undertaken by the competent persons managing the pool or by another competent provider

Water Testing:

- A comprehensive programme and appropriate measures for cleaning, water testing and dosing of swimming pool water must be in place. The results must be in line with treatment and quality standards for pools recommended by the Pool Water Treatment Advisory Group
- Microbiological testing/sampling must be undertaken and carried out by a competent person – a member of an accredited laboratory, monthly in swimming pools, weekly in hydrotherapy pools
- More frequent samples will need to be taken where deterioration in water quality occurs or where contamination is found
- Water testing and microbiological testing results must be recorded
- Outdoor pools and other pools that close must be sampled prior to re-opening, the frequency determined by the competent person above undertaking/ advising on microbiological testing

Driving for Work and Transporting Children & Young People

Key points:

- Schools must ensure associated risks are adequately controlled for employees who drive for work purposes and when transporting children and young people in staff vehicles. This applies to off-site educational activities, sports events, performances and other field trips and events where members of staff use their own vehicles to transport pupils for school activities. A risk assessment must be completed for general minibus use, use of coaches and travelling within the duties of employment

Tree Safety

Key points:

- Headteachers and Local Governing Bodies, as persons in control of school premises must take reasonable steps to ensure the safety of the school site
- A survey of all trees on school sites must be undertaken at least once every five years by a suitably qualified Arboriculturist (minimum of LANTRA - professional tree inspection qualified)
- Schools must ensure that regular visual checks on trees are made, especially after adverse or severe weather. Any significant damage or concerns must be reported to your appointed Arboriculture Service Provider in order that an assessment can be made and that appropriate remedial action can be taken to ensure safety

Shared access/electric gates

Key Points:

- School with financial and land registry responsibility must have control of gate maintenance and operation and all other site access and parking considerations.

Work Experience

Key points:

- Schools have a duty to ensure that young people on work experience are not exposed to significant risks to their health and safety
- Schools that provide work experience opportunities for their pupils should appoint a work experience coordinator. This should be a competent member of staff who is provided with sufficient time and resource to carry out the role effectively

Schools that provide work experience placements on site should also refer to the Health and Safety Executive guidance document - Young people and work experience

Curriculum Specific

Under the Consortium of Local Education Authorities for the Provision of Science Services (CLEAPSS) constitution for schools, where the employer is the local authority, it is the employers (not the schools) legal duty to provide access to specialist technical information (i.e. CLEAPSS).

The legal responsibility requires that CBAT ensures that schools receive competent specialist technical information and advice for higher risk subjects such as D&T, Art and Science. This entails direct access to CLEAPSS resources and information, from suitably qualified specialist advisors.

Design and Technology

Key points:

- The safe management of design and technology environments, including their activities are an essential and important part of health and safety management in schools
- Potential significant risks can be associated with design and technology activities and the use of workshops and equipment in secondary schools
- Local Authority schools must adhere to CLEAPSS (guidance and British Standard 4163 - Health and Safety for Design and Technology in Schools and Similar Establishments- Code of Practice for Design and Technology
- Heads of Department and Subject Leaders must ensure suitable and sufficient risk assessments are developed and fully implemented for all Design and Technology activities and for safe use of machinery, tools and equipment
- CLEAPSS have produced model health and safety risk assessments for D&T equipment and activities for departments to use. These can be further adapted by each school to make them site specific
- Design and Technology equipment must be serviced and maintained in a safe manner by a competent contractor as part of the schools maintenance programme. Routine preventative maintenance should be undertaken by appropriately trained D&T technicians to ensure that equipment is in a safe condition to be used, e.g. adjustment of blades, lubrication of machinery, tightening of machinery drive belts etc.

Physical Education and School Sport

Key points:

- CBATs health and safety standard for all physical education and school sport activities are contained within the current edition of' Safe Practice in Physical Education and Sport' published by the Association for Physical Education (afPE) www.afpe.org.uk
- This must be followed by schools to demonstrate that risks associated with PE and sports activities both on and off the school premises are adequately controlled. These standards cover:
    - Safe management and teaching principles; roles and responsibilities including training and risk assessment
    - Essential learning for safe practice and guidance for specific activities such as adventure, aquatics, athletics, combat, dance, games, gymnastics and trampolining etc.
    - All schools should have at least one copy of the safe practice manual which should be shared with relevant school staff, i.e. PE heads of department/subject leaders and coordinators

Science

Key points:

- Science activities are an essential and important part of health and safety, particularly in secondary schools, in order for pupils to experience science activities and experiments in a safe managed environment
- Science activities need to be appropriately managed to adequately control health and safety risks
- CBAT's health and safety standard for all science related activities in schools is the guidance produced by CLEAPSS. CLEAPSS is an advisory service providing support in science and technology for local authorities and schools
- Their advice covers a range of health and safety in science material including the provision and use of model policies and risk assessments, chemicals (haz-cards), living organisms including animals, equipment, laboratory design and facilities, technician's activities etc.
- It also covers guidance on supervision levels of pupils/students when undertaking practical activities and using laboratories
- CLEAPSS advice is by subscription as a member school which can be purchased through GCC Traded Services
- Staff in schools carrying out science activities must be trained and competent to carry out their role

Documentation:

- Science departments in secondary schools must have a separate health and safety policy in place, to include roles and responsibilities of teachers and technicians
- CLEAPSS have produced a model health and safety policy template for science departments to use which can be further adapted by each school
- Primary schools should follow guidance set out in the current 'Be Safe – Health and Safety in Primary School Science and Technology'- published by The Association for Science Education

Ionising Radiation and Radioactive Substances

- Schools with radioactive substances must adhere and fully comply with the current version of CLEAPSS L93 document- Managing Ionising Radiations and Radioactive Substances in Schools and;
- Join the CLEAPSS Radiation Protection Advisor (RPA) service
- All work with non-ionising radiation is notifiable as part of the requirements of the Ionising Radiation Regulations 1999.
- Schools with radioactive substances must appoint a teacher in charge of radioactive sources as their Radiation Protection Supervisor (RPS); usually the Head of Science (or deputy), or Senior Physics Teacher
- They must be competent and have attended the relevant CLEAPSS training.
- A set standard operating procedures and contingency plans must be in place for the management of radioactive sources
- A full explanation of the roles listed above and their responsibilities are explained in the CLEAPSS L93 document

Further Information

If you require any clarification or further information in relation to this Standards Document or health and safety please email the Health and Safety Team at Finance@marling.gloucs.sch.uk