

## Harlington Upper School HEALTH AND SAFETY POLICY

Harlington Upper School is committed to ensuring the health, safety and welfare of staff, students and visitors in accordance with relevant legislation and Central Bedfordshire County Council regulations and procedures. In cooperation with PFI partners and through the application of effective management and leadership, the school endeavours to provide a clear but flexible working environment in which all staff develop and maximise the potential of the learning that takes place in the school.

### 1. Introductory Statement

The Governing Body believes that ensuring the health and safety of staff, pupils and visitors is essential to the success of the school. We are committed to:

- a. Preventing accidents and work related ill health.
- b. Compliance with statutory requirements as a minimum.
- c. Assessing and controlling risks from curriculum and non-curriculum work activities.
- d. Providing a safe and healthy working and learning environment.
- e. Ensuring safe working methods and providing safe working equipment.
- f. Providing effective information, instruction and training.
- g. Consulting with employees and their representatives on health and safety matters.
- h. Monitoring and reviewing our systems and prevention measures to ensure they are effective.
- i. Setting targets and objectives to develop a culture of continuous improvement.
- j. Ensuring adequate welfare facilities exist throughout the school.
- k. Ensuring adequate resources are made available for health and safety issues, so far as is reasonably practicable.
- l. Trade Union Safety Representatives play a valuable role and the Governing Body recognises the mutual benefits that will arise from supporting their work.

A Health and Safety Management System will be created to ensure the above commitments can be met. All Governors, staff and pupils will play their part in its implementation.

The Governors wish to encourage the recognised Trade Unions to exercise their legal rights to appoint safety representatives at the school, as provided for in the Health and Safety at Work etc. Act 1974. The Governors wish to work in a constructive and co-operative way with such safety representatives in order to promote high standards of health and safety.

This policy will be reviewed annually by the Governing Body Business Committee, to ensure that it is up to date. The reviewed policy will then be ratified at the next full Governing Body Meeting.

### 2. Particular Arrangements

Overall responsibility for health and safety rests with the School Governors, assisted by their Business committee. Day to day executive responsibility rests with the Headteacher or in their absence with the Business Manager. The aim is to ensure that:

- the school premises are safe and without risks to health;
- staff well being is promoted and negative factors such as stress are managed or reduced;
- equipment and machinery are well maintained and operated correctly in accordance with manufactures guidelines;
- students and staff are aware of safety requirements in lessons and other activities, and adhere to them;
- information, instruction and supervision for staff and students are adequate to enable health and safety responsibilities to be properly executed.

### 3. Responsibilities:

In order to achieve compliance with the Governing Body's Statement of Intent the school's management team will have additional responsibilities assigned to them as detailed in this part of the policy.

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| Governing Body   | <p>Consideration and approval of policy, with monitoring and safety inspections delegated to the Governing Body Business Committee. The Governing Body has the responsibility to ensure that:</p> <ul style="list-style-type: none"> <li>• A clear written policy statement is created which promotes the correct attitude towards safety in staff and pupils.</li> <li>• Responsibilities for health, safety and welfare are allocated to specific people and that these persons are informed of these responsibilities.</li> <li>• Persons have sufficient experience, knowledge and training to perform the tasks required of them.</li> <li>• Clear procedures are created which assess the risk from hazards and produce safe systems of work.</li> <li>• Sufficient funds are set aside with which to operate safe systems of work.</li> <li>• Health and safety performance is measured both actively and reactively.</li> <li>• This health and safety policy and performance is reviewed annually.</li> </ul>  |
| Headteacher      | <p>The Headteacher supports the Governing Body by ensuring that:</p> <ul style="list-style-type: none"> <li>• This Policy is communicated adequately to all relevant persons.</li> <li>• Appropriate information on significant risks is given to visitors and contractors</li> <li>• Appropriate consultation arrangements are in place for staff and their Trade Union representatives.</li> <li>• All staff are provided with adequate information, instruction and training on health and safety issues.</li> <li>• Risk assessments of the premises and working practices are undertaken.</li> <li>• Safe systems of work are in place as identified from risk assessments.</li> <li>• Ensure appropriate health and safety notices displayed as identified.</li> <li>• Emergency procedures are in place.</li> <li>• Machinery and equipment is inspected and tested to ensure it remains in a safe condition.</li> <li>• Records are kept of all relevant health and safety activities e.g. assessments, inspections, accidents, etc.</li> <li>• Arrangements are in place to monitor premises and performance.</li> <li>• Accidents are investigated and any remedial actions required are taken or requested.</li> <li>• A report to the Governing Body on the health and safety performance of the school is completed annually.</li> </ul> |
| Business Manager | <ul style="list-style-type: none"> <li>• The Business Manager is Identified as Health and Safety Co-Ordinator (HSC) and is responsible for:</li> <li>• Co-ordinating and managing the risk assessment process for the school.</li> <li>• Co-ordinating the termly general workplace monitoring inspections and performance monitoring process.</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>• Making provision for the inspection and maintenance of work equipment throughout the school.</li> <li>• Keeping records of all health and safety activities.</li> <li>• Advising the Headteacher of situations or activities which are potentially hazardous to the health and safety of staff, pupils and visitors.</li> <li>• Ensuring that staff are adequately instructed in safety and welfare matters in connection with their specific work place and the school generally.</li> <li>• Carrying out any other functions devolved to him/her by the Headteacher or Governing Body.</li> <li>• Unsafe conditions being reported and dealt with to agreed timescales.</li> </ul>  |
| Site Officer  | <p>The Site Officer will:</p> <ul style="list-style-type: none"> <li>• be responsible for the day to day implementation of site related aspects of this policy;</li> <li>• maintain all site-related health and safety documentation;</li> <li>• ensure daily liaison with GTFM;</li> <li>• report site related Health and Safety concerns to the FM Helpdesk;</li> <li>• act as Fire Marshall.</li> </ul>   |
| Deputy Headteacher (Staff Development)                            | <p>The Deputy Headteacher (Staff Development) will:</p> <ul style="list-style-type: none"> <li>• provide Health and Safety information as part of the school's induction programme information for new staff, including emergency evacuation procedures.</li> <li>• promote well-being and avoidance of stress;</li> <li>• include information about this policy and Health and Safety matters in the Harlington Information File for staff.</li> </ul>  |
| Facilities Manager, (Galliford Try FM)                            | <ul style="list-style-type: none"> <li>• Day to day responsibility for all aspects of premises related health and safety;</li> <li>• organisation of and response to annual and termly checks.</li> </ul>  |
| Educational Visits Coordinator                                    | <p>The EVC will:</p> <ul style="list-style-type: none"> <li>• take particular responsibility, including advice and support to staff, for trips and visits;</li> <li>• ensure appropriate risk assessments and procedures are carried out before and during off-site trips and visits.</li> </ul>   |
| Teachers and support staff with positions of responsibility must: | <p>All teachers or support staff with positions of responsibility must:</p> <ul style="list-style-type: none"> <li>• Apply the school's Health and Safety Policy to their own department or area of work and be directly responsible to the Headteacher for the application of the health and safety procedures and arrangements.</li> <li>• Carry out regular health and safety risk assessments of the activities for which they are responsible and submit reports to the Headteacher or the School Health and Safety Co-ordinator.</li> <li>• Ensure that all staff under their management are familiar with the health and safety procedures for their area of work.</li> <li>• Resolve health, safety and welfare problems that members of staff refer to them, or refer to the Headteacher or Manager any problems to which they cannot achieve a satisfactory solution within the resources available to them.</li> <li>• Carry out regular inspections of their areas of responsibility to ensure that equipment, furniture and activities are safe and record these inspections where required.</li> </ul> |

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|           | <ul style="list-style-type: none"> <li>• Ensure, as 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.</li> <li>• Ensure all accidents are investigated appropriately.</li> <li>• Include health and safety in the annual report for the Headteacher.</li> </ul> <p>Subject Leaders are also responsible for compliance with the following guidance:</p> <ul style="list-style-type: none"> <li>• CLEAPPS (science)</li> <li>• BS 4163, 2007 Health and Safety for Design and Technology in Schools Code of Practice (DT)</li> <li>• British Association of Advisors and Lecturers in Physical Education Safe Practice in Physical Education (PE)</li> <li>• Application of COSSH (Control of Substances Hazardous to Health) regulations</li> </ul>   |
| Teachers  | <p>Class teachers are expected to:</p> <ul style="list-style-type: none"> <li>• Exercise effective supervision of their pupils and to know the procedures in respect of fire, first aid and other emergencies, and to carry them out.</li> <li>• Follow the health and safety procedures applicable to their area of work.</li> <li>• Give clear oral and written health and safety instructions and warnings to pupils as often as necessary.</li> <li>• Ensure the use of personal protective equipment and guards where necessary.</li> <li>• Make recommendations to their Headteacher or Head of Department on health and safety equipment and on additions or necessary improvements to plant, tools, equipment or machinery.</li> <li>• Integrate all relevant aspects of safety into the teaching process and, where necessary, give special lessons on health and safety in line with National Curriculum requirements for safety education.</li> <li>• Ensure that personal items of equipment (electrical or mechanical) or proprietary substances are not brought into the school without prior authorisation.</li> <li>• Report all accidents, defects and dangerous occurrences to their Headteacher or Head of Department.</li> </ul> |
| All Staff | <p>Apart from any specific responsibilities which may have been delegated to them, all employees must:</p> <ol style="list-style-type: none"> <li>a) Act in the course of their employment with due care for the health, safety and welfare of themselves, other employees and other persons.</li> <li>b) 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.</li> <li>c) Act in accordance with any specific H&amp;S training received.</li> <li>d) Report all accidents and near misses in accordance with current procedure.</li> <li>e) Co-operate with other persons to enable them to carry out their health and safety responsibilities.</li> </ol>  |

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|   | <p>f) Inform their Line Manager of all potential hazards to health and safety, in particular those which are of a serious or imminent danger.</p> <p>g) Inform their Line Manager of any shortcomings they identify in the school's health and safety arrangements.</p> <p>h) Exercise good standards of housekeeping and cleanliness.</p> <p>i) Know and apply the procedures in respect of fire, first aid and other emergencies.</p> <p>j) Co-operate with the appointed Trade Union Health and Safety Representative and the Enforcement Officers of the Health and Safety Executive.</p> <p>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 purchases are considered.</p> <p>Employees entrusted with responsibilities for specific aspects of health, safety and welfare must satisfy themselves that those responsibilities as appropriate are re-assigned in their absence. Such re-assignments must be approved by the employee's immediate superior.</p>   |
| <p>School Health and Safety Representatives</p> | <p>The Governing Body and Headteacher recognise the role of Health and Safety Representatives appointed by a recognised trade union. Health and Safety Representatives are entitled by law to investigate accidents and potential hazards, pursue employee complaints and carry out school inspections within directed time wherever practicable.</p> <p>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. However, they are not part of the management structure and are not carrying out duties on behalf of the Headteacher or Governing Body.</p> <p>Time off for training of safety representatives will be provided in accordance with negotiated agreements. Representatives will be given full access to the information on health and safety, which they have a right to have under the Health and Safety at Work Act 1974. They will also be given appropriate time and facilities to undertake the range of activities of a Safety Representative in order that they can play an effective role, any problems that need further action or a review of procedures.</p> |
| <p>Specific Responsibilities</p>                | <p>The following staff have been nominated to take day-to-day responsibility for implementing the following areas of health and safety policy:-</p> <p>Fire Safety - Karen MacKinnon</p> <p>First Aid -Victoria Lockey, Wendy Stronach, Alyson Blythe, Jacqui Hill, Maureen Arkley,</p> <p>Administration of Medicines - Victoria Lockey</p> <p>Asbestos, Electrical Safety, Catering, Caretaking, Cleaning, Grounds Maintenance, Lettings, Use of Premises Outside of School Hours, Site Maintenance - GTFM</p> <p>Display Screen Equipment - Moira Boyle</p>  |

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| Students | <p>Students, in accordance with their age and aptitude, are expected to:</p> <ul style="list-style-type: none"> <li>a) Exercise personal responsibility for the health and safety of themselves and others.</li> <li>b) Observe standards of dress consistent with safety and/or hygiene.</li> <li>c) Observe all the health and safety rules of the school and in particular the instructions of staff given in an emergency.</li> <li>d) Use and not wilfully misuse, neglect or interfere with things provided for their health and safety.</li> </ul> |
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In support of the above, the following key duties are performed by members of the office staff:

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| Office Manager                        | Duplication and distribution of information on request; issuing, checking on completion and forwarding all health and safety forms; general support to relevant administration. |
| Reception and Student Reception staff | First line response, e.g. first aid, school first aid box and spare for trips.  |

All employees have the responsibility to help secure a healthy and safe workplace and to take reasonable care of themselves and others. Risk assessment should be carried out for any hazardous activities appendix 1 : Risk Assessment Procedures

Safety regulations, rules and codes of practice applicable to schools are to be observed by both staff and students. When staff or students are officially on premises not controlled by the head, any safety procedures applicable to such places must be complied with.

#### 4. Training

All new employees, teaching and non-teaching, shall be provided with induction training appropriate to their health and safety needs.

In the case of visitors or volunteer helpers it will be the responsibility of the relevant teacher or supervisor to ensure that appropriate information is passed on to them.

All employees and volunteers shall on their first day of employment be informed of what to do in the event of a fire and what first aid arrangements are in place.

Refresher training and training in new areas of responsibility will be arranged for members of staff, either at their own request or at the direction of the Head Teacher.

Time off for training of safety representatives will be provided in accordance with negotiated agreements. Representatives will be given full access to the information on health and safety, which they have a right to have under the Health and Safety at Work Act 1974. They will also be given appropriate time and facilities to undertake the range of activities of a Safety Representative in order that they can play an effective role, any problems that need further action or a review of procedures.

#### **Particular Arrangements:**

##### **Accidents**

All staff are required to ensure that all accidents, incidents and near misses are reported to the Office Manager immediately. The member of staff to whom an accident is reported must take all reasonable steps to ensure the health and safety of the student(s) concerned and any others who could be affected. S/he may need to summon assistance to achieve this. This may include summoning an ambulance.

Subsequent steps:

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| Teacher supervising activity or, when activity is not directly supervised, teacher/other adult to whom incident was first reported. | Completion of HCC Accident form or online report (if necessary) in conjunction with Office Manager |
| Headteacher   | Completion of Health and Safety Executive form if required.  |
| Head or Deputy Headteacher  | Organisation of investigation.   |
| Office Manager  | Forwarding of completed form(s).   |

Accidents to staff should be similarly reported, with information passed directly to the Headteacher. Incidents involving violence will be reported to the Local Authority using relevant procedures.

Forms should be completed for all but the most trivial of incidents, and certainly for any incidents requiring the administration of first aid.

### **Fire** appendix 2: In Case Of Fire

The following arrangements apply:

- All staff are required to ensure that they are familiar with the emergency procedures and the evacuation drill summarised in the *Harlington Information File*.
- The fire alarms shall be tested weekly and those staff not hearing the alarm shall report the fact to the nominated fire safety officer. The fire alarm shall be tested once a week on Friday at 5.30p.m. for 30 seconds.
- The fire evacuation drill shall be carried out once a term as instructed by the Headteacher.
- Fire exits, fire doors, evacuation routes and fire fighting equipment shall not be obstructed at any time.

### **Health and Safety Monitoring/Inspections**

The following arrangements apply:

- portable appliance testing, cookers, fume cupboards, fixed PE equipment: annual – arranged by GTFM
- PE equipment; Technology equipment; Kiln – annual check organised by appropriate subject leader with copy of report ;
- premises: termly check – premises team supported by Heads of Faculty/Subject; annual check - Business Committee;
- accidents: termly analysis – Business Manager

### **New Staff**

The following arrangements apply:

- general introduction by Staff Development Co-ordinator and guidance in the new staff induction programme;
- advice, guidance and supervision in curriculum area by Head of Faculty/Subject.

### **Bodily Spillages**

Staff must wear the rubber gloves provided in first aid kit when dealing with any bodily spillage.

### **Protective Clothing/Equipment**

Staff and students are permitted to engage in activities for which protective clothing/safety equipment is necessary only when such clothing or equipment is used.

## **Contractors**

All school contractors should:

- be instructed to sign in at the school reception and wear a visitor's badge or other identification at all times;
- be escorted to the place of work and supervised appropriately;
- be issued with information about evacuation and first aid procedures;
- take responsibility for the health and safety of operations carried out under their control;
- inform the school of any hazards associated with their work;
- provide risk assessment information to the school as appropriate.

A similar procedure exists for GTFM contractors.

## **Stress**

Staff with line management responsibilities should aim to be aware of the outward signs of stress and create a culture within which individuals feel comfortable about reporting their own stress. Line managers should aim to reduce stressors for staff under their responsibility. All staff should report feelings of stress to their line manager, Headteacher or any member of the Headteacher Team (Senior Team). Line managers should report identified stress in themselves or others to the Headteacher or any member of the Headteacher Team (Senior Team).

## **Off Site Transport Arrangements** appendix 3 : Off Site Transport Arrangements

Staff travelling off site as part of their work should undertake risk assessment of the activity and apply control measures as described in appendix 3.

## **School Trips and Visits** appendix 4: Planning A Trip

In addition to the procedures identified in the *Responsibilities* section, staff must carry out a full risk assessment for any off-site trip or visit involving students. This is outlined in appendix 4 and described in detail in the document *Trips and Visits* which is available from the Educational Visits Coordinator. [Val Purnell ]

## **Manual Handling**

If a potentially hazardous manual handling activity cannot be avoided, a risk assessment must be carried out and control measures must be put in place to reduce the risk to the lowest possible level. All school staff should ensure they are familiar with correct procedures and attend a course on manual handling if they intend to engage in such activity.

## **Working Alone** appendix 5: Working Alone on the Premises

Where possible judgements about working alone should be made in advance, with a risk assessment and appropriate control measures put in place. Appendix 5 provides some guidance. Staff finding themselves working alone unexpectedly should also follow this guidance.

## **Management of Asbestos**

This premises related issue is overseen by Galliford Try FM. A record of the location and condition of asbestos in the school buildings is maintained by the Site Agent. A log of all work carried out is also kept. Permission to work in the school building must be granted by Galliford Try FM.

## **Gas Safety**

Staff working in areas where a gas supply is in use i.e. science, food technology, design and technology, shall ensure that the gas supply is switched and locked off when not in use. That the gas supply must be isolated in the event of an emergency.

## **First Aid**

A list of trained first aiders and the location of first aid boxes will be posted up in the staff room. First aid can be obtained by contacting the main reception or student reception.

### **Administration of Medicines**

Guidance on the administration of medicines to pupils is set out in 'The Administration of Medicines to Pupils and the Management of Medical Conditions' (Sep 1998), (H98/51). The Governing Body has agreed that prescription medicines may be administered to children, at the specific request of the parent or guardian and in accordance with the procedures laid down in the Guidance. Medicines will be administered by a named member of staff who will undergo training in order to carry out the task. Medicines will be stored in the school office not accessible to children and in accordance with the guidance.

### **Catering, Caretaking and Cleaning, Grounds Maintenance, Lettings/use of Premises Outside of School Hours**

The Health and Safety arrangements for these premises related issues are overseen by GallifordTryFM

### **Site Maintenance**

GallifordTryFM are responsible for the security, upkeep and maintenance of the school site and buildings

### **Behaviour Management/Bullying**

Guidance is set out in the school's Anti Bullying Policy and Behaviour and Attendance Policy

### **Display Screen Equipment**

Appendix 7 gives some guidance about working with Display Screen Equipment

### **Electrical Equipment (Fixed and Portable)**

GallifordTryFM are responsible for the annual testing of fixed and portable electrical equipment. GTFM will provide a list of items checked, including details of any failed items, to school each year.

### **Inclusion**

The Special Educational Needs Co-Ordinator (SENCO) is responsible for planning and assessment for SEN pupils. The school will make reasonable adjustments in respect of access under the DDA where access is required. Staff will be suitably informed and trained to be able to support students safely and effectively.

### **School Minibuses**

The Site Officer has day to day responsibility for the school minibuses, including roadworthy checks, licence, service and MOT arrangements, insurance, driver training. Any faults with the minibuses must be reported by the driver to the Site Officer immediately.

### **Smoking**

The school is a non-smoking site

### **Visitors**

Further guidance can be found in the school's Visitor Policy which includes information about the school's Safeguarding procedures

### **Work Experience**

Further guidance can be obtained from the school's work experience co-ordinator (Mr S Sims)

### **5. Reporting of Concerns**

Staff are asked to watch for potential hazards and to report them as shown below.

The normal in-school channels of communication should be followed:

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| • concerns that fall within the curriculum | to heads of Faculty/subject for onwards transmission to Deputy Headteacher/Site Officer |
| • concerns with school site                | to the Site Officer for reporting to the FM helpdesk, or directly to the Helpdesk.      |

Any member of staff who feels that their concern has not been dealt with appropriately should give a brief note of that concern to the Headteacher/Deputy Headteacher, with a copy to the person to whom the concern was first reported. A union representative may also be informed.

In cases of immediate danger, appropriate remedial action should be implemented and the concern reported without delay to a member of the Headteacher Team or Headteacher.

Accidents are reported in accordance with HSE guidance<sup>appendix 6: Reporting School Accidents</sup>

### **6. Evaluation and Review**

The Governing Body Business Committee will review the content and effect of this Policy on an annual basis.

## **Appendix 1: Risk Assessment Procedures**

Under Management of Health and Safety at Work Regulations (1992) the school must:

- carry out risk assessment on hazardous work activities;
- make a record of significant findings;
- review and amend assessments regularly.

### *1. Making Risk Assessments*

In practice, the risk assessment should be made by the *competent* person undertaking the hazardous activity. This person should:

- identify the hazards;
- decide who might be harmed and how;
- evaluate the risk arising from the hazards;
- decide whether existing precautions are adequate or if more should be done;
- put in place appropriate control measures and precautions;
- record the findings and arrangements;
- review the arrangements from time to time and revise if necessary.

### **Hazards**

A hazard is any specific activity, event or situation where there is potential for harm. For example:

|              |  |
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| Activity     | e.g. using electrical apparatus, moving equipment, using sharp implements, hot substances, use of chemicals, other curriculum related activity, lifting objects. |
| Event        | e.g. school trip, parents' evening, concert or performance.  |
| Situation    | e.g. adverse weather, working alone, intruders, meeting unknown people alone, unaccompanied children.  |
| Site Related | e.g. movement around buildings, use of stairs and windows, possible trips or falls.  |

## Evaluation of Risk

The degree of risk can be evaluated by considering the likelihood of harm occurring and the severity of injury if harm did occur. A risk assessment matrix can be used to assist in evaluating risk.

|                    | SEVERITY     |                  |                |              |          |
|--------------------|--------------|------------------|----------------|--------------|----------|
| LIKELIHOOD         | minor injury | first aid injury | “3 day” injury | major injury | fatality |
| remote possibility | 1            | 2                | 3              | 4            | 5        |
| possibility        | 2            | 4                | 6              | 8            | 10       |
| probable           | 3            | 6                | 9              | 12           | 15       |
| high probability   | 4            | 8                | 12             | 16           | 20       |
| inevitable         | 5            | 10               | 15             | 20           | 25       |

Risk (from matrix)

Action

16 – 25

*unacceptable risk – immediate action necessary*

10 – 15

*high risk which must be reduced – high priority for action*

6 - 9

*medium risk – action required*

3 - 5

*some risk – further risk reduction desirable*

1 - 2

*low risk – no action required*

Control Measures

**Some of the measures that could be taken to reduce a specific risk include:**

- **elimination of the risk;**
- **substitution of the hazard for an alternative;**
- **provision of training;**
- **statement of procedure/clear instructions;**
- **supervision;**
- **restricted access to the hazard;**
- **protective equipment.**

The control measures should be recorded with the risk assessment.

**RISK ASSESSMENT RECORD SHEET**

**Hazard**

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**Identification of persons at risk**

| Who is at risk? | What is the potential harm? |
|-----------------|-----------------------------|
|                 |                             |
|                 |                             |
|                 |                             |

**Evaluation of risk**

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| <p><b>likelihood x severity = risk</b></p><br><div style="text-align: center; margin: 10px 0;"> <span style="margin-right: 20px;">x</span> <span style="margin-right: 20px;">=</span> </div> <div style="text-align: center; margin: 10px 0;"> <span style="border-bottom: 1px solid black; width: 100px; display: inline-block;"></span> <span style="border-bottom: 1px solid black; width: 100px; display: inline-block;"></span> <span style="border-bottom: 1px solid black; width: 100px; display: inline-block;"></span> </div> |
| <p><b>level of risk:</b>      <b>unacceptable</b>      <b>high</b>      <b>medium</b>      <b>limited</b>      <b>low</b></p>  |

**Control measures**

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|  |
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**continue over if necessary**

Completed by:.....

Date: .....

**Risk Assessment Documentation**

An index of written risk assessments and arrangements will be maintained by the Deputy Headteacher and will be collated with arrangements that relate to trips and visits and premises checks. This index will indicate where copies of the risk assessments and arrangements can be found.

Monitoring will take place annually. Risk assessment records and details of particular arrangements will be inspected as indicated in the *responsibilities* section of the Health and Safety Policy. In addition, each area of the school will be visited and monitored for hazards.



## FIRE ALARM EVACUATION PROCEDURE 2009/10

### HARLINGTON UPPER SCHOOL

#### **ALARM**

In the event of fire, every effort must be made to prevent injury and loss of life and that is why you must sound the alarm if you discover a fire or one is reported to you. There is no need to telephone the fire brigade because they are automatically alerted when the alarm is set off.

#### **EVACUATION**

The prime responsibility in the event of a fire is to make certain that all staff, students and visitors leave the building safely. If a fire alarm sounds (continuous sounding of the lesson change siren), staff should accompany students in an orderly fashion to the **SAFEST & NEAREST OUTSIDE EXIT**. Please shut doors and windows but do not lock classrooms. (Please see special notes for procedures regarding people with reduced mobility or in wheelchairs).

In the event of an emergency, staff are asked to use their initiative. The most senior teacher in an isolated area should assume responsibility and check neighbouring rooms. All staff should be prepared to deal with a situation where an exit route is blocked.

Nominated staff (see below) are asked to liaise with their colleagues to check that rooms, toilets, corridors and refuge points at the staircases in their particular departments are empty (without putting themselves at risk). **They should then join their Tutor Group or House on the tennis courts as the checking of form lists against absence sheets will identify missing individuals.**

Students, staff and visitors should then go **DIRECTLY** to their assembly positions on the tennis courts, leaving their belongings behind. Students/ staff are not allowed to collect bags etc. from their lockers and nobody is allowed to re-enter the building until specifically told by the Fire Brigade, even if the fire alarm has stopped sounding. Please listen out for instructions from the Fire Marshall, Key Stage Directors and House Leaders.

Student Support staff will bring form lists, absence sheets and signing in/out sheets to the tennis courts and distribute to the House Leaders at the entrance to each court. Having done this they will then assemble on the lower tennis court with all other support staff and visitors. Reception staff will bring the signing in/out sheets for 6<sup>th</sup> form students and hand them to the House Leaders.

#### **REPORTING ARRANGEMENT**

- **Form Tutors** line up the form in silence and in form list order. Check students against the form list and absence sheet and note any missing students. Report to the House Leader
- **Senior HTT Link** act as support for House Leader, deputising when HL not present.
- **Staff who are part of a house team** but not allocated a tutor group should report to their House Leader
- **House Leaders** should ensure that each Form Tutor is with their form group and that students are checked against form lists and absence sheets. When satisfied that all students are accounted for the House Leader should inform the Fire Marshall.
- **The Fire Marshall** or one of the deputies in her absence will stand on the pathway beside the tennis courts and should be informed by House Leaders when the checks have been completed.

- **Other teaching staff**

Student teachers, supply teachers and any members of the teaching staff not attached to a House Team should report to Mrs Thomas on the lower tennis court. The Head teacher's secretary will check his presence.

- **Support staff**

*This category includes all office staff, technicians, librarian, learning support staff, cover supervisors, lunchtime supervisors, kitchen staff, site agents, contractors and visitors. They should all assemble on the lower tennis court. Mrs Lockey, as Office Manager (OM), will oversee the process of accounting non-teaching staff. In her absence Mrs Eglinton will assume this responsibility.*

1. A representative from **the Hearing Impaired team** should report to the OM that all hearing impaired unit staff have been accounted for (individuals may wish to stay with their students)
2. **The Kitchen Manager or the Site Agent** should report the presence of all catering staff, contractors and cleaners to the OM
3. **Mrs Fusco** or Mrs Dodds in her absence, should confirm the presence of all learning support staff to the OM
4. **All other Support staff** should report to the OM in person.

On completion of the check, the Office Manager will report to the Fire Marshall.

- **Special notes**

If a siren sounds during an **examination** then the ruling from the Board is that students should remain seated while investigations are made. If you are invigilating in such circumstances stop the exam and note the time – and then await instructions from Mrs Goode and VDP. In the event of obvious danger students should be escorted to the grass area to the left of the lower tennis court. (see appendix 1)

In the event of a fire alarm occurring during an **out of hours function** like a parents' evening or drama production, everyone should assemble on the tennis courts.

**People with reduced mobility**, if not on the ground floor, should be taken to the nearest fire refuge area as soon as possible. After the initial rush of students, to avoid obstructions and panic, two members of nominated staff for that area should escort the person who maybe staff, visitor or student with reduced mobility out of the building and report to the Fire Marshal that this has been carried out.

It is the Subject or Faculty Leader or any other nominated members of staff's responsibility to report this to the Fire Marshall, who will then inform the Fire Service or GTFM immediately upon their arrival at the assembly point. **The lifts are out of operation once the fire alarm has sounded.**

**Assembly point for people with reduced mobility:** the paving at the front of the main entrance. BJT and the duty receptionist are responsible for this area and must report to the Fire Marshall (by walkie talkie or mobile) of any students / staff / visitors gathering here.

Visitors/ students/ staff **arriving during evacuation** are to gather at the front of the main entrance. BJT and the duty Receptionist are responsible for this area.

| <b>AREAS</b>                  | <b>Nominated Staff</b> | <b>AREAS</b>         | <b>Nominated Staff</b> |
|-------------------------------|------------------------|----------------------|------------------------|
| Reception                     | Mrs Lockey             | PE                   | SW/GML                 |
| Science ground floor          | VLL/HCW                | Design Technology    | JMT/SMC                |
| Science 1 <sup>st</sup> floor | SJS/JLB                | Modern Languages     | DG/PRP                 |
| Business Studies              | BDT/CB                 | Geography/Sociology  | TAR/NH                 |
| Library                       | Mrs Horler             | History/ RS          | KAS/PG                 |
| Drama                         | CLM/RTG                | Media                | KMC/NKN                |
| Music                         | LLB/JDP                | Maths                | AB/SEJ/SM              |
| Art                           | TAG/Mrs Gallagher      | 6 <sup>th</sup> Form | PS                     |
| English                       | DMD/MFM                | Admin                | Mrs Mulchinock         |
| Food Technology               | CHM/NJK                |                      |                        |

**THE ALL CLEAR WILL BE COMMUNICATED TO THE FIRE MARSHALL BY GTFM OR THE FIRE SERVICE. NOBODY IS ALLOWED TO RE-ENTER THE BUILDING UNTIL THE ALL CLEAR HAS BEEN GIVEN**  
**FIRE EVACUATION ASSEMBLY POSITIONS 2009/2010**

The area used for checking students after an evacuation of the school is the two upper tennis courts, with the assembly positions shown on the diagram below. A fire alarm is a continuous sounding of the lesson change siren. When an alarm sounds, students should proceed to the assembly area by the quickest route using the nearest exit from the school. There should be no running or excessive noise, and as there will be a large number of people on the move any foolish behaviour could be dangerous.

The assembly positions are numbered to identify the locations and each tutor group need to know its assembly number and position. Form tutors should line students up in register order in a silent straight line.

|  |                              |          |          |          |                                    |                           |          |          |          |           |          |          |          |           |           |
|--|------------------------------|----------|----------|----------|------------------------------------|---------------------------|----------|----------|----------|-----------|----------|----------|----------|-----------|-----------|
|  | <b>1</b>                     | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b>                           | <b>6</b>                  | <b>7</b> | <b>8</b> | <b>9</b> | <b>10</b> |          |          |          |           |           |
|  | TH                           | TA       | TR       | TL       | TI                                 | TN                        | TG       | TT       | TO       | TU        |          |          |          |           |           |
|  | <b><u>Theseus</u></b> (CL)   |          |          |          |                                    |                           |          |          |          |           |          |          |          |           |           |
| <b>PS responsible for Top Tennis Court</b>     |                              |          |          |          |                                    |                           |          |          |          |           |          |          |          |           |           |
|  | <b>1</b>                     | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b>                           | <b>6</b>                  | <b>7</b> | <b>8</b> | <b>9</b> | <b>10</b> |          |          |          |           |           |
|  | PH                           | PA       | PR       | PL       | PI                                 | PN                        | PG       | PT       | PO       | PU        |          |          |          |           |           |
|  | <b><u>Pegasus</u></b> (JPE)  |          |          |          |                                    |                           |          |          |          |           |          |          |          |           |           |
|  | <b>1</b>                     | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b>                           | <b>6</b>                  | <b>7</b> | <b>8</b> | <b>9</b> | <b>10</b> |          |          |          |           |           |
|  | MH                           | MA       | MR       | ML       | MI                                 | MN                        | MG       | MT       | MO       | MU        |          |          |          |           |           |
|  | <b><u>Midas</u></b> (MLW)    |          |          |          |                                    |                           |          |          |          |           |          |          |          |           |           |
| <b>CJR responsible for Middle Tennis Court</b> |                              |          |          |          |                                    |                           |          |          |          |           |          |          |          |           |           |
|  | <b>1</b>                     | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b>                           | <b>6</b>                  | <b>7</b> | <b>8</b> | <b>9</b> | <b>10</b> |          |          |          |           |           |
|  | HH                           | HA       | HR       | HL       | HI                                 | HN                        | HG       | HT       | HO       | HU        |          |          |          |           |           |
|  | <b><u>Hercules</u></b> (SBW) |          |          |          |                                    |                           |          |          |          |           |          |          |          |           |           |
|  | <b>1</b>                     | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b>                           | <b>6</b>                  | <b>7</b> | <b>8</b> | <b>9</b> | <b>10</b> |          |          |          |           |           |
|  | EH                           | EA       | ER       | EL       | EI                                 | EN                        | EG       | ET       | EO       | EU        |          |          |          |           |           |
|  | <b><u>Europa</u></b> (VG)    |          |          |          |                                    |                           |          |          |          |           |          |          |          |           |           |
| <b>LGS responsible for Lower Tennis Court</b>  |                              |          |          |          |                                    |                           |          |          |          |           |          |          |          |           |           |
|  |                              |          |          |          | <b>1</b>                           | <b>2</b>                  | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b>  | <b>7</b> | <b>8</b> | <b>9</b> | <b>10</b> | <b>11</b> |
|  |                              |          |          |          | Non-teaching staff<br>and visitors | AH                        | AA       | AR       | AL       | AI        | AN       | AG       | AT       | AO        | AU        |
|  |                              |          |          |          |                                    | <b><u>Apollo</u></b> (JP) |          |          |          |           |          |          |          |           |           |

**Tutors: please display this on your form notice board**

(Appendix 2)

## **EXAM - FIRE EVACUATION PROCEDURE**

The fire bell is a continuous sounding alarm.

You should do the following:

- When the bell rings continuously stop the exam.
- Make sure all pens are put down and that the candidates remain in silence.
- Note the time the alarm bell sounds.
- Wait for exam staff to come to you unless there is immediate obvious danger.
- When exam staff get to the hall, if the alarm has been triggered accidentally the exam may start again and the time elapsed must be added onto the end of the exam.
- In the case of immediate danger, ensure the candidates leave the hall by the nearest fire exit doors and proceed to the grassed area to the left of the Tennis Courts.
- Candidates must remain silent.
- Once on the grassed area support staff will join invigilators to maintain the integrity of the exam.

## **Appendix 3: Off Site Transport Arrangements**

### ***Carrying passengers in your car***

Staff may sometimes find that they have to use their car for work purposes e.g. going on a course or visiting a student on work experience. In these cases, staff must check that they are adequately insured to make these journeys.

***When undertaking your risk assessment, here are some of the questions you might want to consider:***

- who knows that you are making the journey?
- what do you know about any previous history of violence or inappropriate behaviour of the young person?
- are you sure of the route?

***Some control measures that you might want to introduce if the situation allows would be:***

- phone the student's parents to confirm the arrangements;
- tell a colleague that you have arranged the journey and ask them to note the departure time;
- if you are carrying more than one young person, drop them off in the same location;
- ensure that you have the appropriate insurance;
- make sure that the seatbelts are in good order and that the student is wearing one.

### ***Travelling Alone***

Many of us travel as part of our work, often alone, in the evenings as well as during the day. You need to be confident that you can stay safe in your car and know how to deal with an emergency.

Here are some things you should take into account:

- Your health: are you fit to drive today?
- The condition of your car: is it regularly serviced and in a roadworthy condition?
- Breakdowns: do you know how to deal with a breakdown?
- Accidents you are involved in: what do you do?
- Accidents/incidents involving others: what will you do?
- Dealing with other drivers: what do you do about aggressive drivers?

Do:

- ensure that someone knows when and where you are going, the route you expect to take and when you expect to arrive;
- take precautions to protect your own safety;
- plan your journey;
- consider carrying a personal alarm;
- have a blanket, in case of prolonged breakdown in cold weather;
- keep a basic tool kit / make contact with a motoring organisation;
- have a mobile phone;
- have a road atlas to hand;
- check driving conditions before you set out;
- have sufficient fuel for your journey.

## **Appendix 4: Planning a trip**

If you wish to organise a trip, within school hours or outside, please read the school policy carefully and the reference notes pinned to the trip notice board. If anything is unclear please ask the Educational Visits Coordinator for clarification.

Below is a checklist from County documentation and serves only as a useful reminder of what needs to be planned. Before trips are organised staff must read the above documentation and brief Educational Visits Coordinator fully.

Your line manager must be aware of the trip. The Headteacher must approve all trips through the Educational Visits Coordinator (EVC). The EVC maintains separate documentation and risk assessment requirements necessary when planning off-site trips and visits.

### **CHECKLIST**

- Purpose of event
- Date of event
- Duration of event
- Time of departure
- Journey route plan
- Length of journey
- Method of transport
- Drivers of minibuses etc
- Event venue
- Activities involved
- risk assessment
- Competence of instructors
- Time of return departure
- Estimated time of arrival
- Number of participants
- medical information
- Special supervision requirements
- Minimum number of staff required
- Emergency contact person and emergency procedures (Telephone tree etc)
- Date of final preparation meeting with participants
- Date of meeting with parents if required

### ***Minibus Drivers***

Only staff who have undergone appropriate training and assessment and are recognised as minibus drivers.

## **Appendix 5: Working alone on the premises**

Nearly all of us can, from time to time, find that we are working alone in the building. It is important that we all do our best to consider the implications of this in order to decide whether it is appropriate, and what measures we need to have in place to ensure that we are safe. Wherever possible, these judgements should be made in advance, when planning the activity or work programme. There will be times when this is not possible, and it is still important to consider the basic issues.

When undertaking a Risk Assessment some of the things you might want to take into account are:

- how secure is the building?
- who knows you are there?
- how would you summon help if you needed it?
- are the tasks you are undertaking hazardous?
- how will you leave the building safely?

Some control measures that you might want to consider would be:

- letting someone know when you plan to leave and when they should expect you;
- ensuring that you know the appropriate emergency numbers particularly after switchboards have closed;
- assessing if it is appropriate for you to carry out the tasks on your own;
- making sure you have a well lit route out of your workplace.

All individuals will need to:

- try to anticipate situations where they will be alone in the building;
- co-operate with their manager in undertaking a risk assessment;
- ensure that they comply with the requirements identified by the risk assessment.

All Managers should:

- anticipate the circumstances under which any of their staff will be working alone in a building;
- undertake an assessment of the risks involved;
- identify measures which will ensure an acceptable level of risk;
- take the necessary action required by the risk assessment;
- ensure that all relevant staff are aware of the requirements identified by the risk;
- assessment;
- monitor to ensure that the arrangements are being complied with;
- review the risk assessments from time to time and as the circumstances change.

## **Appendix 6: School Security**

- All visitors should be asked to report to reception, sign in and wear a visible identification badge/sticker at all times. Visitors must be accompanied at all times unless they are on the schools "Authorised Persons List". Further guidance can be found in the school's visitor policy
- From time to time break-ins occur so it is important to ensure that, whenever possible, all valuable equipment is safely locked away after use. Classrooms, offices and Faculty Support Rooms should not be considered secure. Additional locking storage should be used to ensure equipment is secure.
- Equipment borrowed from other areas should be returned immediately after use or, if this is not possible, locked away in a cupboard. Valuable equipment should not be left on view overnight, especially during school holidays.
- Valuables or money should be securely stored under lock and key or not left unattended.
- Keys should not be left unattended in the school.
- If staff have to leave the school premises during the working day, they should sign in/out at the office.

## **Appendix 7: Display Screen Equipment**

### **Display Screen Equipment**

Computer users who are concerned about any aspect of display screen equipment use or would like specific advice on workstation set-up, should in the first instance read the guidance given at <http://www.hse.gov.uk/msd/dse/>. Further information can be obtained from the School Health and Safety Co-Ordinator together with display screen equipment workstation assessment forms

### **Eye Tests**

School employees who are regular users of display screen equipment (DSE/VDU) may qualify for a vision test and eye examination - a DSE/VDU Eye Test. For further information, contact the School Health and Safety Co-Ordinator.