

Al Mu'min Primary & Secondary School

FAITH *LEARNING*LIFE



Health and Safety Policy

September 2025-26

| POLICY: | Page: |
|--|--------------|
| Aim and Objectives | 4 |
| Role and Responsibilities | 5 |
| Arrangement for ensuring Health and Safety | 7 |
| Protective clothing | 7 |
| Consultation | 7 |
| Training | 7 |
| Visitors and visiting staff | 8 |
| Smoking | 8 |
| Monitoring Arrangement | 8 |
| GUIDANCE | |
| Evacuation Procedure | 9 |
| Lunch time Fire Procedure | 11 |
| Emergency Evacuation during exams | 11 |
| Bomb Alerts | 12 |
| Fire Drills and Practices | 12 |
| Car Parking | 12 |

| | |
|---|----|
| Manual Handling | 14 |
| Pupils moving Equipment | 14 |
| Security of the Premises | 15 |
| Contractors on Site | 17 |
| Control of Hazardous Substance in school | 19 |
| Screen Equipment and Computer Workstations | 20 |
| Women at Work | 21 |
| Administration of Medicines during school hours | 22 |
| Asthma Policy | 23 |
| Diabetics | 24 |
| First Aid in school | 25 |
| Safety/HIV protection | 26 |
| Allergies | 28 |
| Infectious diseases | 28 |
| Accidents | 29 |
| Near Misses | 31 |

| | |
|--------------------------------------|----|
| Monitoring of Accident/Incident Book | 31 |
| Educational Visits | 32 |
| Electrical Equipment | 35 |
| Risk Assessment | 36 |
| Use of Ladders | 45 |
| Lone working | 46 |
| School Accessibility Plan | 47 |
| Trainee and Work Experience | 49 |
| Slips, Trips and Falls | 50 |
| Stress | 51 |
| Violence and Aggression | 52 |
| Sharps | 53 |
| Linked Policies and Documents | 59 |

AL MUMIN SCHOOLS

This policy was drawn up with reference to the Health and Safety at Work document

Introduction

Health and Safety is of prime importance to AL MUMIN SCHOOLS and we will seek to conduct our business in such a way as to avoid harm to our employees and all others who may be affected directly or indirectly by our activities.

This policy outlines the responsibilities and arrangements for ensuring your Health and Safety. It is therefore important that you read the policy before starting work at AL MUMIN SCHOOLS.

Aim and objectives:

The aim of our school is to create a safe environment, for all users of the school, pupils, school staff, parents and the community.

This includes:

- The ability of each individual to protect him/her self
- Concern and consideration for the safety of others
- Knowledge of what to do in certain situations or seeking expert help where the necessary skills are not available.
- Alertness and control
- Cultivation of good habits

Learning to be safe

We believe that pupils learn best through practical experiences and active involvement in all areas of the curriculum. Pupils are taught to have care and consideration for themselves and others:

- In the classroom
- When using equipment e.g. scissors, tools, PE apparatus
- When moving around school
- When carrying out investigations e.g. a pond, pollution, soil studies

- When on educational visits
- Safe places to play (stranger danger etc)

- Healthy eating habits, fruit time in school at breaks
- Wearing the right clothing for P.E/games lesson

We have a limited number of school rules, which are for safety reasons, such as walking round school, playing in sight of an adult on duty, care of property etc.

Educational visits are carefully planned in advance, by following instructions in the education visit policy.

Roles and responsibilities

The AL MUMIN SCHOOLS school Health and Safety (H & S) committee consists of:-

| | |
|--------------|-----------------|
| Mr. S. Islam | Proprietor |
| Mr. M. Azam | Headteacher |
| Mr. N.Khan | H&S Coordinator |
| Site Manager | Caretaker |

Administrators

The Proprietor

The Proprietor has ultimate responsibility for health and safety matters in the school, but will delegate day-to-day responsibility to the Headteacher.

The Proprietor has a duty to take reasonable steps to ensure that staff and pupils are not exposed to risks to their health and safety. This applies to activities on or off the school premises.

The proprietor, also has a duty to:

- Assess the risks to staff and others affected by school activities in order to identify and introduce the health and safety measures necessary to manage those risks
- Inform employees about risks and the measures in place to manage them
- Ensure that adequate health and safety training is provided

Headteacher

- to pursue objectives in respect of H&S policy
- to set up arrangement to meet the H&S requirement
- to be available to any member of staff to discuss and seek to resolve health and

safety problems

- to report to the Proprietor
- to inform staff of any changes/hazards etc
- to ensure that all areas of the school are inspected regularly
- to ensure that a system is established for reporting, recording and investigation of accidents and that all reasonable steps are taken to prevent recurrences
- to ensure that all visitors, including maintenances contractors are informed of any hazards on site of which they may be unaware
- to ensure that consideration is given to the possibilities of maintenance work affecting pupils and staff
- to ensure that effective arrangements are in force to facilitate ready evacuation of the buildings in case of fire or emergency and that fire fighting equipment is available and maintained

Health and Safety coordinator

- To ensure that employees are:-
 - aware of their responsibilities under the Health and Safety at Work Act
 - familiar with the requirements of the school's safety policy

- made aware of the hazards in their area of activity
- familiar with safe methods of work
- aware of the action to be taken in an emergency
- aware of the first aid facilities available
- to ensure that safety rules and safe methods of work are observed, and that protective equipment is utilized where appropriate
- to inform the head of all accidents and incidents and assist in the investigation
- to initiate or recommend any necessary repairs or maintenance work
- to maintain a high standard of a safe working environment at all times
- to participate in consultation with head and employees in promoting progression improvements in the safety of activities

All staff

- to co-operate with safety representatives in the fulfillment of the objectives of the school's H&S policies and their responsibilities under the Health and Safety at Work Act
- to comply with safety rules and procedures laid down in their area of activity
- to take reasonable care to avoid injury to themselves and others by act or omission whilst at work
- to use such protective clothing or equipment as may be provided
- to report all sickness, accidents and dangerous occurrences promptly

Health and Safety Assistance

To assist us in our undertaking we are looking to appointed RBS Mentor services as H&S consultants to provide competent advice and guidance.

Arrangement for ensuring Health and Safety

Every person entering the premises will be made aware of the emergency procedures

The health and safety committee of the school will issue, as necessary, policy curriculums and/or guidance notes through the head and H&S coordinator and will be circulated to appropriate staff. A full record of guidance will be kept in SLT folder. It is the responsibility of members of staff to refer to these documents as the need arises.

New employees will, as part of normal induction process, be given health and safety information relevant to their work. Including fire warning procedures and first aid facilitation

etc.

Protective Clothing

Where appropriate, suitable and adequate protective equipment/clothing will be made available to employees engaged in hazardous activities.

Consultation

Any employee who has a problem relating to health and safety at work must raise the matter with the H&S coordinator who will take appropriate action.

Proposals for introducing new Machinery, substances or processes will be subject to consultation with relevant employees and appropriate instruction, training and information will be provided where necessary.

Certain items of plant and equipment may be subject to statutory inspections.

Competency and Training

The progression of adequate training is vital to health and safety of all members of staff. The head teacher supported by staff will identify needs and secure appropriate training.

The HSE states that “for a person to be competent, they need qualifications, experience, and qualities appropriate to their duties.” In reality, only an assessment of the individual can demonstrate competence. Competent employees are expected to act in manner that is reasonable depending on their levels of knowledge, skills and training.

Do not operate machinery or attempt anything that you do not have the competence, skills or abilities to do or if you have not been trained.

Visitors and Visiting staff

Any employee who during the course of his or her work, as required to visit premises other than their normal place of work must comply with the health and safety instructions relating to those premises.

Those persons inviting visitors into premises are responsible for ensuring that they are made

aware of safety rules and procedures sufficient to ensure their safety.

All visitors must sign the visitor's book in the school office.

Smoking

It is the policy of the Governors that AL MUMIN SCHOOLS is a no-smoking school

Smoking including the use of e-cigarettes, is not permitted in any area of the school by staff, parents or visitors to the school.

Monitoring the policy

A yearly review of all procedures and risk assessment will be carried out by staff and amended as necessary. On going monitoring will be under taken by all staff, teaching and non-teaching.

The head will monitor the implementations of the H&S policy and advise the H&S committee of any issues arising from the monitoring.

The policy will be reviewed annually by the Governors and the H&S committee.

Evacuation Procedures

AL MUMIN SCHOOLS has set procedures in case of an emergency in school, such as a fire or bomb alert when the building needs to be evacuated. These drills are carried out at least once a term. All staff and pupils are familiar with these procedures, and know their own exit route, place of assembly and roll call procedure. The Administrators will test fire alarms on weekly bases and record it in the fire file.

As soon as the fire alarm sounds all pupils and adults must stop what they are doing and walk out of the building through the nearest exit, to assembly point.

Before leaving the school, the Administrator will dial 9999 for the fire brigade. The school Administrator is responsible for taking all of the registers out of school with her, and also the staff and visitors "sign in" book. The Administrator will unlock and open the main gates for emergency vehicles.

Fire Marshall from the Pupils' Health & Safety Committee have been appointed and trained. The teacher in charge of the pupils at the time of the alarm will ask the Pupil Fire Marshall to report to Chief Fire Marshall and account for all pupils.

Nobody is to go back into school. If a pupil is missing it must be reported.

When the building is reported to be safe and the Headteacher authorises, staff and pupils may return to the building.

Staff should ensure that their pupils walk in and out of school sensibly, and line up quietly.

If their normal exit is blocked for any reason, then staff and pupils should use the nearest available exit

Lunchtime Fire Procedure

- All lunchtime supervisors on duty in the playground shall on hearing the fire alarm gather all pupils together away from the building and ensure no pupil re-enters the building
- Lunchtime supervisors on duty in the dining area shall evacuate all pupils from the building.
- Staff members in classrooms where pupils are engaged in lunchtime extra curricular activities or eating sandwiches shall evacuate all pupils from the building and ensure on the way out that any toilets are vacated
- Staff members on the premises should assist the lunchtime supervisors
- Pupils to line up in form groups.

Emergency Evacuation during exams

Prior to the exam period and at the beginning of each exam, the candidates will be informed of the emergency evacuation procedures which are different to the normal evacuation procedures;

- Candidates must remain under controlled exam conditions.
- Candidates are evacuated leaving all exam materials on their desks
- Candidates are evacuated to the exam assembly point, far end of playground and must remain 1.5 metres apart
- Exams officer and other available staff meet at the assembly point to provide assistance and supervision
- On re-entry to exam room, the exam is restarted and the candidates given their full entitlement
- Any student who is found to have communicated with another may be disbarred from this session
- A full copy of the exam evacuation procedure will be in the exam room during every examination
- If a fire occurs during a GCSE exam then the H&S Co-ordinator will operate as the Fire Marshall.

Bomb Alerts

In the event of bomb alert the Headteacher or school Administrator must:

- Ring the fire alarm to activate the evacuation of the premises of all adults and pupils (see fire drill procedure)
- Phone 9999 for the Fire Brigade and Police
- Check that the evacuation procedure has been followed
- Remain at the front of the school to meet the Fire Brigade/Police and direct them to the incident. All pupils and adults must remain outside
- Only when the all clear has been given will pupils and adults be allowed to re-enter the premises

Car Parking

Car parking is a concern at AL MUMIN SCHOOLS as it is a hazard for those who use the school. It is also a hazard for neighbours who live within the vicinity of the school. Drivers parking cars at the school, near it or dropping or collecting pupils at the school should at all times have consideration for the safety of pedestrians, other road users and the immediate community. In particular, the road markings near the school crossing should be observed at all times.

Visitors parking at the school should leave a note of their car registration number with the school office in case the car has to be moved etc.

At no time should the school entrance be obstructed.

The Health and Safety Officer will talk to Y7 pupils, walk them to the nearest crossing and send out.

Regular letters to parents emphasise the following:

- Care of our neighbours
- Not parking on yellow lines
- Dropping pupils off in the grounds in the morning by driving through the school,

keeping the traffic flow moving, and not stopping to get out of the car

- Trips - coach times should be arranged before 8.30am or after 9.15am

The policy is enforced by personal contact with any adult who continually parks in an obstructive way (by Headteacher or caretaker). All comments by parents or neighbours will be followed up.

Manual Handling

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

Make proper use of equipment provided for your safety. Inform the H&S Co if you identify any hazardous handling activities. Ensure that any lifting activities you get involved in do not put others at risk.

Manual Handling injuries are the single most common cause of workplace injury.

There are four things you should consider when assessing risks of Manual Handling (TILE)

1. TASK – look at the job you are doing, for example twisting or reaching
2. INDIVIDUAL – what is it about the person that makes the job safe, example have they had the correct training? Do they have back problems?
3. LOAD - Could the weight, size and shape of the load increase the risk of injury?
4. ENVIRONMENT – look at the surroundings where the job is taking place, for example is there something in the way or is there an uneven surface?

Pupils moving equipment

In the normal day to day running of the school, there are certain situations where pupils will need to move equipment or items of furniture. For example:

- Chairs and tables - chairs should be moved one at a time, and pupils must be shown how to carry them correctly. They may carry single chairs on their (depending on size of chair) own. If a large number of chairs are needed then the Caretaker/staff will deal with them. Tables need one child at each end, a child must not attempt to lift a table on his or her own.
- Sports equipment when - using large apparatus, pupils must be trained in how to move, lift and set out each piece of apparatus. This includes how to lift correctly, and how many pupils are needed for moving each piece of equipment (this should include how to bend), for example football posts - one child at each end.
- Small items of equipment can be moved by the pupils when instructed.
- Always make sure when any item of equipment or furniture is being moved from one room to another, that there is another child available to open and close doors.

Pupils must *always* be supervised when moving any equipment or item of furniture. Some items they will need to move may be heavy or awkward to handle. Pupils need to be shown

how to lift and carry safely. This needs reinforcing on regular occasions.

Items Pupils Should Not Move

- Computers - monitors can easily fall off trolleys, or wires get caught
- Paper cutters - sharp blade
- Television - fragile and heavy

Security of the Premises

A designated member of staff, under the direction of the Headteacher, is responsible for ensuring that the building provides a safe and healthy environment for the pupils. The caretaker and external cleaners under the direction of the Headteacher maintain a clean and tidy building and grounds. Any minor repairs or maintenance are completed by the caretaker or through the use of contractors engaged by the Headteacher in consultation with the Governors. Any equipment/hazardous substance are kept locked away from the pupils. All equipment is to British Standards and is maintained regularly. The Headteacher, Caretaker are the designated key holders and are responsible for the security of the building.

Keys are also issued to certain non-school persons such as the cleaning staff, and organisations using the school regularly. They are responsible for leaving the building secure.

Class teacher

It is the responsibility of the class teacher to make sure that their classroom is safe and equipment switched off before leaving the premises.

Caretaker

It is the responsibility of the caretaker to check weekly that:

- All locks and catches are in working order
- The emergency lighting is working
- The fire alarm has no faults
- The security system is working properly
- Before leaving the premises, to check:-
 - All the windows are closed

- The doors are locked and secure

- The security alarm is set if he is the last person to leave

Headteacher

It is the responsibility of the Headteacher, if the last person to leave, to perform the above functions in the absence of the Caretaker.

In addition, the Headteacher is responsible for the security of the premises during the school day.

All staff and visitors are required to report to the Administrator's office and sign the staff or visitor's book. Any parent or visitor is welcome in school but is asked to report to the office first. Visitors to school will be requested to wear a visitor badge. The Headteacher will update staff on any changes to the policy.

Contractors on Site

FOR ANY WORK THAT THE SCHOOL WISHES TO BE CARRIED OUT BY A CONTRACTOR A RISK ASSESSMENT MUST FIRST BE DONE BY A MEMBER OF THE H&S COMMITTEE.

- Contractors have to follow and therefore must be made aware of the School's rules.
- Contractors are encouraged to telephone and make appropriate arrangements prior to visiting the school. They must contact either the Head teacher or Caretaker. The School expects to be informed of the number of workers who will be on site.
- All contractors must report to the Administrator's office. The Caretaker will then be informed of their arrival if necessary
- Contractors will work under close supervision of the Caretaker or Administration Staff so as not to endanger the health and safety of pupils or adults in school.
- Contractors are obliged to wear necessary protective equipment for the job in hand. It is assumed the contractor has their own safety equipment but must inform the School at the time of the quote if they wish the School to provide it. If such equipment is not available then they will not be allowed to work.
- Any equipment that contractors bring into school must have been tested for safety and be stored in a safe place away from corridors, classrooms, or any areas used by adults or pupils.
- No repairs or maintenance can be carried out in areas which pupils or adults are

occupying, this includes cloakroom and toilet areas

- If contractors are working near the pupils' play areas, then all equipment and

machinery must be cleared away during play time, and the contractors must leave the area

- Contractors need to be advised of the Asbestos Plan.
- The School must keep a record of any accidents or near misses.

All work will be monitored by the Caretaker and any concerns reported to the Headteacher, and the contractor concerned.

NB See separate sheet, to be given to contractors.

Guidance for Contractors on Site

All Contractors on site should ensure they have been given a clearance note by the caretaker; the area is safe to work. The school has an asbestos plan please ensure you refer to the copy if working the following area

The toilets in the science corridor and the PE changing rooms.

We have been recommended by the Health and Safety Inspector to ask you to refrain from:

- Smoking in the building or in the grounds as we are a no-smoking school
- Talking to the pupils (our pupils are asked not to talk to strangers)
- Moving vehicles when pupils are at play
- Working on or near the playgrounds when the pupils are at play
- Leaving equipment around
- Playing music during school hours if you have any problems, please see the Headteacher or Caretaker.

Control of Hazardous Substances in School

All substances including cleaning materials, which may be hazardous, are kept in a locked store, either in the cleaner's cupboard or the caretaker's room.

In the school laboratories the Science Teacher is responsible for the inventory and storage of hazardous materials. Each chemical has its own COSHH form, from the suppliers which should be consulted before use. Your employer should complete COSHH risk assessments on all hazardous substances.

- Only use the smallest amount required of any substance – the more you use the bigger the risk.
- Replace lids and tops on all hazardous substances and store them effectively.
- Ensure that areas in which you are using substances are well ventilated.
- Mandatory use of personal protective equipment (PPE) that has been identified and provided to protect you from exposure to substances.
- Make sure all spillages are cleared up at the earliest opportunity and reported to the relevant people.
- Chemicals checked for suitability where pregnant staff is teaching.
- Experiments with danger of inhalation must be carried out in a fume cupboard that is switched on. If the staff responsible does not know how to safely use the fume cupboard then the experiment should not take place.

Employees have a responsibility to comply with all safety instructions when handling hazardous substances.

Screen Equipment and Computer Workstations

Under The Health and Safety (Display Screen Equipment) Regulations 1992. The School has a duty of care to staff and pupils. The following standards should apply in school:

The VDU Screen must be:

- easily readable with a stable and clear image
- free from glare, reflections and flicker
- capable of swivel and tilt movements, enabling comfortable head position and good posture
- The screen should be at eye level, they should not have to look down.

The Workstation must allow comfortable and easy use of the equipment.

The Keyboard must:

- be separate from the screen and capable of tilting
- be positioned to enable support for the wrists and hands
- have a matt surface and clearly legible symbols

The Desk must

- have a surface of low-reflectance
- permit flexible arrangement of the equipment and comfortable work-position

The Chair must

- Chairs should be of a height that a workers arm is flat on the surface from elbow to wrist and feet are flat on the floor or a surface such as a small stool

Software must

- be suitable for the tasks required
- be adaptable to the level of knowledge and needs of the user
- display easily understandable information

If you use display screen equipment for long periods of time, you are entitled to undergo an eye test which must be paid for by school.

Women at Work

The School will endeavour to provide

- Adequate and suitable sanitary facilities for the number of staff and pupils
- Flexibility in working patterns to overcome an individual problem in the case of expectant mothers

New or expectant mothers

Once the school has been informed in writing that an employee/pupil is a new or expectant mother then the school will endeavour to provide a safe working environment. The School has the right to request confirmation of the pregnancy by means of a certificate from a registered medical practitioner or midwife in writing. If this certificate has not been produced within a reasonable period of time, the employer is not bound to maintain changes to working hours or conditions or to maintain paid leave.

Staff who have had their pregnancy confirmed will meet with the H&S Co to discuss specific needs and obtain a personalized risk assessment.

The school will ensure that the working area is well ventilated. There should be good lighting and seating to avoid unnecessary strain.

Although all employees/pupils should be protected from hazards the school accepts recent COSHH regulations – reinforced by the Pregnant Workers Directive, there are some substances used in schools that are hazardous to the reproductive processes. Pregnant women would not be expected to handle these.

Pregnant women will not be expected to lift heavy objects.

The effects of rubella on pregnant women are well known and constitute a hazard. All staff will be informed of any case of rubella in the workplace.

The school will endeavour to ensure that the employee will be given time off to attend anti-natal appointments.

Further guidance can be obtained for the EC Directive on Pregnant Workers (92/85/EEC) and the DTI booklet PL958 Maternity Rights.

<https://www.gov.uk/working-when-pregnant-your-rights>

Administration of Medicines during School Hours

From time to time, parents request that the school should dispense medicines which need to be administered at regular intervals to pupils.

These requests fall into two categories:

- Pupils who require emergency medication on a long term basis because of the chronic nature of their illness (for example, asthma)
- For casual ailments it is often possible for doses of medication to be given outside school hours. The school does not administer medicines for casual ailments.
- If it is unavoidable that a child has to take medicine in school, written approval and instructions are to be given by the parent:

The medicines must be brought into school in a properly labeled container which states:

(a) The name of the child (b) The name of the medicine, (c) The dosage, (d) The time of administration

- Medicines will be kept in a secure place by staff in accordance with safety requirements.
- A record will be kept of medicines administered, dose and time of administration. This is to help prevent pupils exceeding the recommended or prescribed dose.
- Paracetamol will not be administered by the school under any circumstances. Unless provided by parent or guardian.

ASTHMA POLICY

The school recognizes that asthma is a widespread, serious but controllable condition affecting many pupils at school. The school positively welcomes all pupils with asthma to achieve their potential in all aspects of school life by having a clear asthma policy that is understood by school staff and pupils. (Supply teachers and new staff are also made aware of the policy.) All staff, including lunchtime supervisors, who come into contact with asthma are provided with training from the school nurse. Training is updated once a year.

Asthma Medicines:

- Immediate access to reliever medicines is essential. Pupils with asthma are encouraged to carry their reliever inhaler
- Parents are asked to ensure that the school is provided with a labeled spare reliever inhaler. These should be labeled with the child's name and kept in the school office.
- Office staff should check the expiry date of inhaler and inform the parent.
- School staff are not required to administer asthma medication to pupils. All school staff will let pupils take their own medicines when they need to.

Record keeping;

At the beginning of each school year or when a student joins the school, parents are asked to indicate any medical conditions their child might have including asthma on an enrolment form.

PE, games and activities

- Taking part in sports, games and activities is an essential part of school life for all pupils. All teachers are made aware which pupils have asthma.

Asthma sufferers who require inhalers are required to keep them on their persons at all times. Staff will allow them to self-administer when required.

Letters will be sent to parents at the beginning to the school year reminding them to send a labeled inhaler to the office available should the student forget to bring their inhaler.

Where long term needs for emergency medical attention exist, such as epilepsy, the school will require specific guidance on the nature of the likely emergency and how to cope with it while awaiting paramedical assistance. Detailed written instructions should be sent to the school and the parent/guardian should liaise with their child's class teacher. If the emergency is likely to be of a serious nature, emergency contact numbers must be given where an adult

is available at all times.

Diabetics Policy

After consultation with parents the school requires the following actions to be taken;

- All members of staff should be aware of a student's condition and relevant symptoms. Should a diabetic student be taken off the School premises, for any length of time, the staff member in charge is responsible for ensuring the required medicines are taken. NO RISKS SHOULD BE TAKEN.
- Student should always have a supply of dextrose tablets or equivalent on her person
- A further store of these items should be made available in a named secure plastic container
- If needed - A supply of Hypostop which is within its' Use-By Date should be in the office fridge
- If applicable a supply of emergency insulin should be in the office fridge
- All relevant items should be taken on Educational Visits

First Aid in school

IF A PUPIL REFUSES FIRST AID THEN THE HEADTEACHER AND PARENT/GUARDIAN MUST BE INFORMED IMMEDIATELY

All staff, both teaching and non-teaching are responsible for dealing with minor incidents requiring first aid.

During lesson time if first aid is required the class teacher should send for one of the registered first aiders, preferably one of the non-teaching staff. If an accident occurs in the playground during breaks or lunchtimes and first aid is required, then one of the staff on duty in the playground should send for one of the first aiders.

Should a student refuse first aid treatment the Head Teacher, parents/carers must be informed immediately.

Safety/HIV Protection

Always wear disposable gloves when treating any accidents/incidents, which involve body fluids. Make sure any waste (wipes, pads, paper towels etc.) are placed in a disposable bag and fastened securely. Any pupils' clothes should be placed in a plastic bag and fastened securely ready to take home.

First Aid Supplies

First aid boxes are located in the;

The 3 admin offices

Person Responsible for Supplies

The Administrators are responsible for checking the contents of the first aid boxes on a regular basis and placing orders to replenish stock. All staff are responsible for notifying the School Administrator if the supplies in any of the first aid boxes are running low.

Each first aid box should contain:

- guidance card
- 20 individually wrapped adhesive dressing
- 2 Sterile eye pads

- 4 individually wrapped triangular bandages
- 6 safety pins
- 6 medium sterile wound dressings
- 2 large sterile wound dressings
- 2 pairs of disposable gloves
- plastic disposable bags
- Resuscitaid
- 2 eyewash vials

CHECKLIST

BOX IN ROOM _____

| EQUIPMENT | S | O | N | D | J | F | M | A | M | J | J |
|--|---|---|---|---|---|---|---|---|---|---|---|
| guidance card | | | | | | | | | | | |
| 20 individually wrapped adhesive dressing | | | | | | | | | | | |
| 2 Sterile eye pads | | | | | | | | | | | |
| 4 individually wrapped triangular bandages | | | | | | | | | | | |
| 6 safety pins | | | | | | | | | | | |
| 6 medium sterile wound dressings | | | | | | | | | | | |
| 2 large sterile wound dressings | | | | | | | | | | | |
| 2 pairs of disposable gloves | | | | | | | | | | | |
| plastic disposable bags | | | | | | | | | | | |
| Resuscitaid | | | | | | | | | | | |
| 2 eyewash vials | | | | | | | | | | | |

Allergies/Long Term Illness

A record is kept in the Administration Office and the Administrator's Office of any child's allergy to any form of medication (if notified by the parent) any long term illness, for example asthma, and details on any child whose health might give cause for concern.

Infectious diseases

From time to time pupils contract certain illnesses through no fault of their own, for which they have to be excluded from school for a specific period of time. Below is a list of diseases and the time for which they should be kept at home:

| | |
|----------------|---|
| Chicken pox | 6 days minimum from onset of rash |
| German measles | 7 days minimum from onset of rash |
| Measles | 7 days minimum from onset of rash |
| Mumps | 7 days minimum or until swelling has gone |
| Whooping cough | 21 days minimum from onset of cough |
| Impetigo | Until skin has healed |

Accidents

Recording

All accidents must be recorded in the Log/Accident Book. All details need to be filled in, including any treatment given.

If the accident is more serious, the aim of the school is to get the child qualified medical attention as quickly as possible. Parents are informed straight away, and if necessary, an ambulance sent for. A member of staff will collect information and accompany pupil. If Parents are uncontactable the Head Teacher must be informed and the school will take responsibility locus parentis.

Accidents fall into four categories:

Category 1 Fatal

Category 2 Major injury

Accidents in these two categories should be reported immediately to:

The Health and Safety Executive, The Lateral, 8 City Walk, Leeds, LS11 9AT
Telephone 0113-283-4382

The accident should be reported by telephone immediately, and then confirmed in writing on form F2508 for injury or dangerous occurrences and form F2508A for diseases at work.

If the accident is major for child or adult, please report it immediately to the Headteacher who will send for an ambulance if needed and contact parents.

When in doubt, contact parents/guardians.

Major Injuries are

- Fracture of the skull, spine or pelvis
- Fracture of any bone in the arm other than a bone in the wrist or hand
- Fracture of any bone in the leg other than a bone in the ankle or foot
- Amputation of a hand or foot
- The loss of sight of an eye
- Any other injury which results in the person injured being admitted to hospital as an inpatient for more than 24 hours, unless that person is detained only for observation

It might be that the extent of the injury may not be apparent at the time of the accident or immediately afterwards, or the injured person may not immediately be admitted to hospital. Once the injuries are confirmed, or the person has spent more than 24 hours in hospital, then the accident must be reported as a major injury.

Category 3

Accidents to employees resulting in more than three days consecutive absence

Category 4 Other accidents

These are the accidents, which more commonly occur in school. Procedure to follow: Always fill in the School Accident Book for minor injuries (including all bumps on the head, but not minor cuts and grazes). This is kept in the Administrator's Office.

If a child has a bump on the head you must ring home and contact the parent/guardian.

Fill in the School Accident Book if the parent/guardian has to be sent for to take the child to the family doctor or to hospital for further treatment.

Accident Documentation

The following documentation is attached:

- Reporting of school accidents to the Health and Safety Executive
- Guidance notes on completing Form F2508
- Form F2508
- Accidents to school pupils

Reporting School Accidents

Certain accidents arising out of or in connection with work are reportable to the Health and Safety Executive under the requirements of the Reporting of Injuries, Diseases, and Dangerous Occurrences Regulations 1985. The following gives practical advice to schools on compliance with this duty.

It is not a complete statement of the duty.

Employee Accidents

(This applies to all School employees and self-employed persons on school premises).

Any accident to an employee resulting in a fatal or major injury must be reported to the HSE immediately by telephone. The details must be confirmed on Form F2508 within 7 days.

If the accident does not result in a fatal or major injury, but the employee is incapacitated from their normal work for more than three days (excluding the day of the accident) there is no need to telephone, but Form 2508 must be completed and sent to the HSE within seven days of the accident.

Student Accidents (Including accidents to any visitors not at work)

Fatal and major injuries to pupils on school premises during school hours must be reported in the same way as those to employees. However, injuries during play activities in playgrounds arising from collisions, slips and falls are not reportable unless they are attributable to:

- The condition of the premises (for example, potholes, ice, damaged or worn steps etc.
- Plant or equipment on the school premises
- The lack of proper supervision

Fatal and major injuries to school pupils occurring on school sponsored or controlled activities off the school site (such as field trips, sporting events or holidays in the UK) must be reported if the accident arose out of or in connection with these activities, by phoning the following

number 0845 3009923 (RIDDOR).

If you are unsure of the address of the nearest HSE office and it is not listed in the local telephone directory, you may find out by telephoning the HSE enquiry point on 0151 9514381.

Near misses

Part of ensuring the premises are a safe environment is to ensure that potential accidents do not occur. An accident is defined as an unplanned, unexpected and undesired event which occurs suddenly and causes injury or loss. A near miss is an unplanned event that has the potential to cause injury or loss.

- Ensure you understand AL MUMIN SCHOOLS policies and objectives
- Know the emergency arrangements of AL MUMIN SCHOOLS
- Ensure you understand the control measures, specified in the school's procedures and risk assessments.
- Ensure you have received suitable information, instruction and training in the task you are carrying out.
- Ensure you wear all personal protective equipment that is specified for the task you are to carry out.
- Staff are required to log any near misses in the incident book.

Monitoring the Accident/Incident book

The Health and Safety co-ordinator will analyse and report on the accident/incident book on a termly basis.

1. EDUCATIONAL VISITS POLICY AND GUIDELINES

PLANNING THE VISIT

What is needed for planning a trip:

Discussion in the department/committee about the aims and objectives of the trip.

Go through the Health and Safety Issues; decide on the Student to Staff Supervision Ratio

Suggested 1:15. However for theme parks 1:10. Trips abroad 1:8

Do a Risk Assessment – see attached sheet

APPENDIX 1

DECIDE WHO IS GOING TO ORGANISE THE TRIP

This includes the venue, coach, seeking permission of the Head Teacher, informing the cover co-ordinator and the members of staff/parents who you want to accompany you. Finding out if there is a facility for prayer.

Sending Health and Safety form to the venue and seeking approval and parental consent. Seek permission from the Head Teacher – At least 10 working days before trip. Visits aboard or those that will carry a higher risk must be authorised by the LMT. **APPENDIX 2**

HEALTH AND SAFETY INFORMATION FROM VENUE

See attached sheet. You may wish to visit the venue beforehand, but this visit should take place in your own time.

APPENDIX 3

The organiser may wish to send home a letter to parents containing information about the venue and the expected behaviour of their children. This is a recommended for trips like theme parks when poor behaviour might result in accidents.

On certain trips i.e. adventure trips or those abroad, you might also advise parents for the need of extra insurance cover.

On the day of the trip, the organiser should brief pupils on expected behaviour and any Health

and Safety Issues.

All serious accidents should be reported as soon as possible to the Head teacher who will contact the relevant parents as soon as possible.

EDUCATIONAL VISITS POLICY AND GUIDELINES

RISK ASSESSMENT

APPENDIX 1

STEPS TO BE TAKEN WHEN ASSESSING RISKS

| |
|--|
| <p>1 PLACE TO BE VISITED E.G. PARIS</p> <p>Potential hazards:</p> <ul style="list-style-type: none">*walking in the city streets*travelling by ferry*loss of passport*unsuitable hotel |
| <p>2 LIST GROUPS OF PEOPLE WHO ARE ESPECIALLY AT RISK FROM THE SIGNIFICANT HAZARDS TO YOU IDENTIFIED:</p> <ul style="list-style-type: none">*pupils*non-teaching staff*pupils*teachers*group leader |
| <p>3 LIST EXISTING CONTROLS OR NOTE WHERE INFORMATION MAY BE FOUND:</p> <ul style="list-style-type: none">*ensure sufficient supervision*know details of the consulate*clear guidance to pupils*exploratory visit |
| <p>4 HOW WILL YOU COPE WITH THE HAZARDS WHICH ARE NOT CURRENTLY OF FULLY CONTROLLED UNDER (3)?</p> <p>List the hazards and the measures taken to control them.</p> |
| <p>5 CONTINUAL MONITORING OF HAZARDS THROUGHOUT THE VISIT:</p> <p>Adapt plans and then assess risks as necessary</p> |

RISK ASSESSMENT ACTION PLANS ARE ON THE STAFF FOLDER ONLINE

ELECTRICITY

The main type of harm from electricity is electric shock, caused by coming into direct contact with an electrical conductor, such as the bare wires of an appliance while it's live. You can also be injured as a consequence of an electric shock: for example if you get a shock while changing a light bulb, you could fall off your ladder. Electricity can also cause electrical burns and fire. It is therefore very important that we take precautions when using electrical equipment.

ELECTRICAL EQUIPMENT

All electrical equipment used on site must have a PAT certificate. The school will endeavour to arrange for testing on an annual basis. Certification will be kept in the School Office in the Fire Risk File.

New equipment does not require a PAT certificate until the warranty has expired. All new equipment purchased by departments must be recorded and on the department list for the test. This list should be available on request.

Equipment which is found to be faulty or has frayed wires must not be used. Any piece of equipment with a red failed sticker cannot be used until it has been repaired.

Members of staff are reminded that equipment from home has not been PAT tested and cannot be used in school.

Members of staff should carry out a visual check before plugging in any appliance.

RISK ASSESSMENT

1. Introduction

Risk assessment is a way of measuring the hazards posed to staff, pupils and visitors to the school. Then ensuring all the above are able to work in safety.

Risk assessment is also a legal requirement under the Management of Health and Safety at Work Regulations. In addition, topic specific risk assessments are required by associated legislation for: fire, manual handling, computer use, substances hazardous to health, noise, young persons, new and expectant mothers, provision and use of work equipment and asbestos.

In determining whether a hazard poses a high, medium or low risk the assessor will need to take into account a number of factors:

- The nature of the activity being undertaken. Some activities are inherently more hazardous than others.
- The nature of the people undertaking the activity. An activity perfectly safe for an adult might be unacceptably hazardous for a young student.
- The worst result that the hazard could cause. Is it a broken toe, someone suffering long term illness, or even someone killed?
- The frequency with which the hazard is likely to cause harm. How often does the activity take place? How close do people get to it? How likely is it that something will go wrong?
- The number of people who could be affected by the hazard. A loose floor tile in a storage cupboard might be considered a fairly low risk; a loose tile on a busy corridor, would be high risk.

2. Responsibilities

In an ideal situation the risk assessor should be a qualified person. However if there is no qualified person available (expertise could be bought in), then the SLT should carry out a risk assessment for the 3 areas on a yearly basis at the end of the year in July.

Employees are responsible for:

- Assisting with and participating in the process of risk assessment

Heads of Department are responsible for:

- Undertaking risk assessments, identifying and implementing control measures, effectively communicating the outcomes to employees and others as appropriate

Heads of Services:

- Ensuring risk assessments for activities are undertaken, control measures identified and implemented, and the outcomes communicated to employees and others, as appropriate

- Ensuring that those that are tasked with completing risk assessments within departments are suitable trained to do so
- Ensuring that a suitable mechanism exists to communicate the safe systems of work identified as part of the risk assessment procedures.
- Ensuring contractors on site comply with and obtain 'contractor risk assessment' and that the area they are working in is safe
- Making suitable representation to SLT if risk assessments identify an outstanding need which cannot be resourced within existing departmental resources

SLT are responsible for:

- Allocating resources in response to risk assessments completed within departments and determining a course of action should it be identified that a risk cannot be suitable controlled so far as is reasonably practicable
- Setting up frameworks for decision making and corporate strategies which incorporate risk assessment principles. This will ensure that decisions made take into account relevant risk factors

Health and Safety Department are responsible for:

- Giving competent advice on the suitability and sufficiency of risk assessments completed
- Providing training on risk assessment procedures on request by managers

3. Definitions.

For the purpose of this policy the following definitions apply:

Hazard: Something with the potential to cause harm

Hazardous Outcome: A description of how someone could be hurt or damage could occur as a result of interacting with the hazard

Risk Rating: The overall judgement of the level of risk which may arise from the hazard, based upon the likelihood of the event occurring and the potential severity of the consequence

Control Measures: Method used to reduce or control risks arising from identified hazards

Residual Risk: The level of risk remaining once control measures have been applied to reduce risks so far as is reasonably practicable

4. Hazard identification



Line managers are responsible for making themselves aware of all routine and non-routine work activities (including any foreseeable emergencies) undertaken in their areas of responsibility.

Whenever possible line managers should adopt a team approach to risk assessment and involve employees who have practical experience of the activity being assessed, as they often have the best awareness and understanding of the hazards involved with the activity and know how the activity is actually carried out



All hazards associated with each activity and all groups of persons which may be exposed to those hazards must be identified. Hazards can arise from the use of materials, substances, equipment and the location that the activity is carried out in

To assist in hazard identification:

- Observe the task to be assessed and the environment that it is to be carried out in to identify what actually occurs
- Speak to and involve the employees who undertake the task
- Refer to any existing risk assessments
- Review incident and ill-health records relevant to the activity

- Refer to legislation, supporting approved codes of practice and Health and Safety Executive (HSE) guidance documents

Groups of persons which may be exposed to the hazards can include employees, members

of the public, service users, visitors, passers by, contractors, cleaners etc. any groups that may possible be more vulnerable, such as people with disabilities, existing medical considerations, new or expectant mothers and young persons (under 18's) should be highlighted as they require individual assessment

It is particularly relevant within a school, environment to consider pupils as part of the risk assessment process, the potential impact of activities upon with a view to the supervision arrangements which are in palce to ensure their health and safety

The risk associated with hazards such as 'inadequate supervision' and/or 'lone working' should also be closely considered as part of the risk assessment for employees

Each area of the school needs to be assessed individually. This is to be carried out by the main user of the area. This will give an indication of the level of risk and control measures in place. A copy of the individual room risk assessment should be kept in the room.

5. Risk evaluation and estimation

Once hazards associated with activities have been identified, it becomes necessary to establish what the potential hazardous outcomes or events could be associated with the hazard

When identifying who could be harmed, identify how they could be harmed

The next stage is to examine **the likelihood** of a hazardous event occurring. Infrequently occurring hazards, present less risk than frequently occurring hazards

Once likelihoos has been determined the probable **consequence** of the hazardous event, should be considered. Consequences can be considered in terms of severity of potential injury (is it probable that a person would die or sustain minor injuries) but consequence also can be considered in broader terms, including reputational consequences

For the puporse of illustration a five point model is suggested below:

| Likelihood | Consequence |
|-------------------|-------------------|
| 5 – Very Likely | 5 – Catastrophic |
| 4 – Likely | 4 – Major |
| 3 – Fairly Likely | 3 – Moderate |
| 2 – Unlikely | 2 – Minor |
| 1 – Very Unlikely | 1 - Insignificant |

The risk estimation process helps to determine the significance of the risks associated with the hazards. The number of people who may be affected is a relevant consideration during risk estimation

The matrix shown here illustrates how risks can be evaluated using the five point model

| | Consequences | | | | |
|---|---|---|--|--|---|
| | Insignificant (Minor problem easily handled by normal day to day processes) | Minor (Some disruption possible, e.g. damage equal to \$500k) | Moderate (Significant time/resources required, e.g. damage equal to \$1million) | Major (Operations severely damaged, e.g. damage equal to \$10 million) | Catastrophic (Business survival is at risk damage equal to \$25 Million) |
| Almost certain (e.g. >90% chance) | High | High | Extreme | Extreme | Extreme |
| Likely (e.g. between 50% and 90% chance) | Moderate | High | High | Extreme | Extreme |
| Moderate (e.g. between 10% and 50% chance) | Low | Moderate | High | Extreme | Extreme |
| Unlikely (e.g. between 3% and 10% chance) | Low | Low | Moderate | High | Extreme |
| Rare (e.g. <3% chance) | Low | Low | Moderate | High | High |

Risk assessment is the overall judgement of the level of risk arising from the hazard, based upon the **likelihood** of the hazard occurring and the potential severity of the **consequence**, taking into account existing risk control measures that are already established to be place to educe/control the risk. Using the risk matrız as a guide, the level of risk should be assessed to identify the **risk rating**

| Likelihood | Description |
|----------------------|---|
| Very Likely | Expected to occur in most circumstances |
| Likely | Will probably occur in most circumstances |
| Possible | Might occur at some time |
| Unlikely | Not expected but conceivable, could occur sometime |
| Very Unlikely | Not expected and would only occur in exceptional circumstances |
| Consequence | Description |
| Catastrophic | Fatality or multiple fatalities due to injuries. Severe illness which may prove fatal |
| Major | Probable major injury as defined in the Reporting of Injuries Diseased and Dangerous Occurrences Regulations 1995 (RIDDOR) May affect more than one person, could have significant reputational implications |

| | |
|-----------------|---|
| Moderate | An >5 day injury, dangerous occurrence or reportable disease as defined in RIDDOR. Likely to be productivity issues and costs associated with down time |
|-----------------|---|

| | |
|----------------------|--|
| Minor | Injury resulting in an absence from work or being unable to undertake normal duties for >1 but <5 days |
| Insignificant | Injury resulting in no absence from work or being unabel to undertake normal duties for <1 day |

Once the matric has been used to determine the tisk rating it is then possible to use the following table to establish the appropriate actions required:

| Risk Rating | Descriptor | Acceptable? | Actions |
|--------------------|-------------------|---------------------------|--|
| 16-25 | Prohibited | Unacceptable | Work should not be started or continued until the risk has been reduced. Additional risk control measures required |
| 12-15 | High | Likely to be unacceptable | Often high risks can be reduced by improving controls. High risks may be acceptable in situations where consequences are potentially high but the likelihood of incidence has been reduced significantly |
| 6-10 | Medium | Could be acceptable | Medium level risks are likely to be acceptable, if suitable controls are in place |
| 1-5 | Low | Likely to be acceptable | Low risks are acceptable unless there are low cost solutions which removes the risk and improves th working environment |

6. Risk Control

The assessor will need to identify what precautions have already been put in place to protect staff, pupils and visitors against the identified risks. The Health and Safety at Work Act 1974 requires employers to do whatever is reasonably practicable to keep the workplace safe and healthy.

The objective is to achieve continuous reduction in the level of risk by improving existing

precautionary measures.

All staff have a duty:

- to co-operate with safety representatives in the fulfillment of the objectives of the

school's H&S policies and their responsibilities under the Health and Safety at Work Act

to comply with safety rules and procedures laid down in their area of activity

- to take reasonable care to avoid injury to themselves and others by act or omission whilst at work
- to use such protective clothing or equipment as may be provided
- to report all dangerous occurrences promptly

Suitable and sufficient risk control measures will be identified and implemented to ensure that all risks are appropriately controlled and meet legal requirements as a minimum. All risk control measures will follow the hierarchy of risk control stated in this procedure

Risk control measures are methods used which reduce/control risks arising from the hazard. Control measures must take into account any relevant legal requirements which establish the minimum levels of risk control. Where additional control measures are required to reduce the risk, they should be considered according to the order in the following hierarchy of risk control which, as well as being in order of effectiveness to control risks, is also in order of the minimum amount of managerial effort required to maintain them

Hierarchy of risk control

| | |
|--------------------------------------|--|
| Eliminate the risk | Avoid the risk altogether by removing the hazard or no longer undertaking the activity |
| Substitute the risk | Reduce the risk by replacing the hazard or activity with one which entails a lower risk |
| Control the risk (physical) | Control the risk by physical isolation or separation of people from the hazard |
| Control the risk (procedural) | Control the risk by procedural methods which are understood and effectively implemented; safe systems of work, information, training, instruction, supervision etc |
| Protect the individual | Protect the individual by the provision of personal protective equipment |

When considering additional control measures it should be ensured that they will not introduce any new hazards

When the control measures have been identified and agreed they must be prioritized, placed into an action plan and implemented. The action plan need to be clear about exactly what needs to be done, when and by whom with **SMART** objectives (Specific, Measurable, Achievable, Realistic and Timed). Where full implementation of the control measures identified cannot be achieved rapidly adequate steps may need to be taken in the interim to minimize the risk

The implementation of the action plan must be monitored and subsequently reviewed to ensure that the remedial actions identified have been, and continue to be, adequate, appropriate and implemented

7. Hazards without control measures

Where hazards have been identified and risks assessed by no control measures have been established, the following questions need to be addressed:

- Can the hazard be eliminated altogether?
- If not, what control measures can be put in place to reduce the risk to a minimum?
- Can the hazard be controlled at source?
- Can the work be adapted to suit the physical capabilities of the pupils?
- Can the use of technology reduce the risk?
- Can steps be taken to protect the whole place from the hazard?
- If all else fails, can personal protective equipment reduce the risk to individuals?

8. Communication

Relevant information identified in the risk assessment regarding the hazards, their associated risks to health and safety and the appropriate risk control measures must be effectively communicated, and be readily accessible to, employees and others as appropriate



Where significant risks are identified, the risk assessment must be recorded on the school risk assessment form and be readily accessible to the employees undertaking the activities and others (e.g. contractors) as appropriate

Managers need to ensure that the findings of the risk assessments and the precautions to be taken are effectively communicated to, understood and implemented by those persons covered in the assessment

9. Record Keeping



Risk assessments and associated documents must be kept for a minimum period of 4 years from the date which they are superseded as they may be required in the event of a litigation claim for compensation (note that claims for compensation can, generally, be made up to 3 years from the date of the incident occurring). It should be noted that risk assessments which relate to the use of substances may need to be kept for 40 years, in order to trace exposure to substances which are known to have ill effects e.g. asbestos

10. Monitoring and review

The risk assessment and control process is not a one-off activity but part of the process for continuous improvement and should be reviewed and revised as appropriate

Risk assessments must be reviewed

- If there has been a significant change in the matters to which it relates
- If there is a reason to suspect that it is no longer valid
- At least annually



11 Further reading

As mentioned in the introduction there are a number of supplementary regulations which include a specific requirement for risk assessment. Separate policies have been developed for the following regulations, which are available on the HSE website:

- Control of Substances Hazardous to Health regulations 2002 (COSHH)

- Display Screen Equipment Regulations 1992
- Electricity at Work Regulations 1989 (Testing and Inspection of Portable Electrical Equipment) (PAT testing)

- First Aid at Work Regulations 1981
- Fire Safety Reform Order 2005
- Control of Asbestos Regulations 2006

A separate health and safety policy has not been produced for every set of regulations which requires a risk assessment to be in place. In most instances the requirements of specific legislation can be incorporated into one risk assessment document. However, it may be necessary to consult specific approved codes of practice in some cases

Summary

- Evaluate risks and control measures – check that existing control measures are adequate to control the risks. If not new control measures must be introduced.
- Ensure all findings are recorded. The identification of hazards and people at risk, the assessment of that risk and the introduction of control measures must all be properly documented.
- Review assessments – assessment must be reviewed annually and whenever there is a significant change in the working environment.

Following new legislation a Fire Risk Assessment has to be kept separately.

USE OF LADDERS

FALLS FROM HEIGHT ARE THE MOST COMMON CAUSE OF FATAL INJURY AND THE SECOND MOST CAUSE OF MAJOR INJURY

**WHEN WORKING AT HEIGHT IN THIS SCHOOL A LADDER IS MANDATORY.
DO NOT USE A CHAIR OR A TABLE.**

The following is according to advice from the Health and Safety Executive

- Any person under the age of 21 will be sent for ladder training before being allowed to climb ladders in school
- Any person over the age of 21 will be deemed to have the necessary experience to be able to follow the guideline without further training
- Before climbing the ladder check that the ladder itself is in good working order, should any concerns be raised do not climb the ladder
- Any ladder higher than a 5 rung step ladder cannot be used without another person to supervise.
- Before climbing the ladder ask yourself: 'Am I fit to work at height?' before moving on to assess the ladder
- Make sure your belt buckle (or navel) stays within the stiles (vertical sides) to prevent toppling
- When not climbing keep both feet on the same rung throughout and always have three 'points of contact' with the ladder
- Do not carry anything heavier than 22lb
- Only work on a stepladder for 15 to 30 minutes at a time.
- **NO PUPIL IN THE SCHOOL IS ALLOWED TO WORK AT HEIGHT**

Lone working policy

1. Policy Statement

Where the conditions of service delivery or its associated tasks require staff to work alone, both the individual staff member and management have a duty to assess and reduce the risks which lone working presents.

This policy should be read in conjunction with the main Safer Working Practice policy and the relevant Health and Safety policies.

2. Purpose

This policy is designed to alert staff to the risks presented by lone working, to identify the responsibilities each person has in this situation, and to describe procedures which will minimise such risks. It is not intended to raise anxiety unnecessarily, but to give staff a framework for managing potentially risky situations.

3. Scope

This policy applies to all staff who may be working alone, at any time, in any of the situations described in the definition below.

4. Context

The School accepts that there are times outside of school hours when a member of staff will be on the premises alone. The School has a commitment to the provision of appropriate support for staff a clear understanding of responsibilities the priority placed on the safety of the individual over property a commitment to providing appropriate training for staff
Equipment such as mobile phones, personal alarms and torches will be made available as appropriate.

SCHOOL ACCESSIBILITY POLICY 1.20

KEY RESPONSIBILITY Health and Safety Co-ordinator

LAST REVIEW DATE July 2021

NEXT REVIEW DATE July 2024

INTRODUCTION

The plan is drawn up in accordance with the planning duty in the Disability and Equality Act 2010 (DEA) as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in “Accessible Schools: Planning to increase access to school for disabled pupils” issued in July 2002.

DEFINITION OF DISABILITY

Disability is defined in the DEA:

‘A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.’

KEY OBJECTIVES

1. To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils and prospective pupils with a disability.
2. The Equality Act also provides rights for people not to be directly discriminated against or harassed because they have an association with a disabled person. This can apply to a carer or parent of a disabled person. In addition, people must not be directly discriminated against or harassed because they are wrongly perceived to be disabled.

PRINCIPLES

Compliance with the DEA is consistent with the school’s aims and equal opportunities policy and the operation of the school’s SEN policy.

The school recognises it's duty under the DEA, as amended by the SENDA:

- not to discriminate against disabled pupils in their admissions and exclusions and provision of education and associated services;

- not to treat disabled pupils less favourably;
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage;
- to publish an Accessibility Plan;
- in performing their duties, Governors and staff will have regard to the DRC code of practice (2002)
- the school recognised and values parent's knowledge of their children's disability and it's effect on her ability to carry out normal activities and respects the parents' and child's right to confidentiality;

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses key principles in the National Curriculum framework which underpin the development of a more inclusive curriculum.

- setting suitable learning challenges;
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;

ACTIVITY

This section outlines the main activities which the school undertakes and is planning to undertake to achieve the key objective (above).

a) Education and related activities

The school will continue to seek advice of education professionals and appropriate health professionals.

b) Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes and more accessible facilities and fittings.

c) Provision of information

The school will make itself aware of local services for providing information in alternative formats when required or requested.

Trainees and work experience

Any person who comes into school as a trainee or work experience placement must follow the schools induction policy and be made aware of all H&S issues relevant to the area they are working in.

Slips, trips and falls

THE MOST COMMON CAUSE OF MAJOR INJURIES AT SCHOOL 95% OF MAJOR SLIPS RESULT IN BROKEN BONES

Slips trips and falls are an unfortunate occurrence of day to day life and often seen as humours events, but this is far from the truth. By taking a few simple precautions, you can significantly reduce the risks;

- Make sure you know what to do with spillages
- Make sure that leaks are reported as soon as identified
- Play your part in cleaning regimes and schedules
- Keep work area tidy
- Choose appropriate footwear for tasks you are undertaking or area in which you are working
- Check that floor surfaces are in good condition and report defects.
- Human behaviour and attributes can affect the risk of a slip or a trip
- Environment, lighting, noise, weather conditions

Stress

If you think you are suffering from stress talk to your line manager in the first instance then to your GP.

- Try to avoid eating on the run or avoiding meals altogether.
- Taking care of yourself physically will enable you to deal with stress related problems more efficiently.
- A balanced diet, moderate exercise and adequate sleep will all help
- Do not be embarrassed to seek professional help

To manage stress effectively you need to address six key areas of work design;

1. **DEMANDS** work load, work environment, work patterns
2. **CONTROL** how much say the individual has in the way work is planned
3. **SUPPORT** are encouragement and resources provided by SLT and colleagues
4. **RELATIONSHIP** do you have positive ways to avoid conflict and deal with unacceptable behaviour
5. **ROLE** do people understand their role within the organisation and does the organisation ensure that people don't have conflicting roles
6. **CHANGE** how is organisational change managed and communicated within the organisation.

Find out how the organisation is performing in these six areas and compare it with what recognised with good practice. This will help you to identify potential problem areas and sources of stress.

Violence and Aggression

The school operates a zero tolerance policy.

- If you are the victim of violence or aggression, report it to your line manager immediately
- Do not respond to violence or aggression with violence or aggression. You will only make matters worse. By maintaining a calm but assertive approach, you will remain in control.
- If you are responsible to banking cash, bank frequently and always vary your route or travel time to the bank
- If you are to meet a parent who you know has aggressive tendencies always ensure you are accompanied.

SHARPS POLICY

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| <p>RELEVANT LEGISLATION</p> | <ul style="list-style-type: none"> • A stated objective of MIET in its Health and Safety policy is to “comply with the provisions and requirements of the Health and Safety at Work etc. Act 1974 and subordinate legislation and other statutory provision”. • The Management of Health and Safety at Work Regulations requires employers to carry out suitable and sufficient risk assessments for all activities. • The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR) Requires employers to notify their enforcing authority in the event of an accident at work to any employee resulting in death, major injury or incapacity for normal work for three or more days. This includes any act of non- consensual physical violence done to a person at work. • The Provision and Use of Work Equipment (PUWER) Regulations 1998 require employers to ensure that risks to people’s health and safety, from equipment that they use at work, to be prevented or controlled. • Safety Representative and Safety Committees Regulations 1997 (a) and the Health and Safety (Consultation with Employees) Regulations 1996 (b) Requires employers to inform, and consult with, employees in good time on matters relating to their health and safety. Employee representatives, either appointed by recognised trade unions under (a) or elected under (b) may make representations to their employer on matters affecting the health and safety of those they represent. • The main requirement of The Personal Protective Equipment Regulations (PPE)1992 is that personal protective equipment is to be supplied and used at work wherever there are risks to health and safety that cannot |
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be adequately controlled in other ways.

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| | <ul style="list-style-type: none"> MIET also has a moral duty of care for its employees and others who may be affected by its activities and operations. |
| PURPOSE AND SCOPE | To ensure that all personnel are provided with adequate information, instruction and training regarding the hazards and precautions to be taken when dealing with sharps. This guidance applies to all those who may have contact with sharps whilst undertaking their work or have line management responsibility for anyone who may have contact with sharps whilst undertaking their work. |
| DEFINITIONS | 'Sharps' is the term for objects at work that can graze, cut or puncture the skin, e.g. knives, broken glass, needles etc. |
| TYPE OF INJURY | <p>A sharp injury /contamination incident includes:</p> <ul style="list-style-type: none"> Inoculation of blood by a needle or other 'sharp' (eg HepB, HepC, HIV); Contamination of broken skin with blood (cuts or grazes); Blood splashes to mucous membrane eg eyes or mouth; Swallowing a person's blood eg after mouth-to-mouth resuscitation; Contamination where the individual has an open wound and clothes have been soaked by blood; Bites (where the skin is broken, eg tetanus). |

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| PEOPLE AT RISK | <p>Staff, pupils, visitors to site and contractors</p> <p>Direct exposure can happen through accidental contamination from discarded needles. The actual risk of infection depends on:</p> <ul style="list-style-type: none">• If the needle user was infected with hepatitis or HIV viruses;• How much infected material enters the bloodstream – a needle attached to a syringe containing blood is likely to be a higher risk than a detached needle, and;• How infective the needle is. <p>Not all exposure results in infection</p> |
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| <p>RISK ASSESSMENT</p> | <p>Governors must ensure that a suitable and sufficient risk assessment is carried out in order to:</p> <ul style="list-style-type: none"> • determine the hazards and associated risks when dealing with sharps; • assess how likely it is that sharps injuries could occur and decide if exiting precautions are adequate or whether more should be done; • factors to consider include: <ul style="list-style-type: none"> - potential frequency and scale of contact with sharps; - number of employees likely to come into contact with sharps; - any existing incidents and information that can be learned; • identify specific hazards associated with retrieval and disposal of sharps; • identify and implement control measures to reduce the risk of injury to the employee and/or others; • establish a written safe system of work (SSoW) for dealing with sharps; • regularly review the above systems and monitor incidents; <p>Please note at present there is no student or member of staff on site who should come in contact with sharps in the form of needles.</p> |
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| CONTROL MEASURES | <p>The following is a list of control measures which you may wish to incorporate into your risk assessment – the list is not exhaustive:</p> <ul style="list-style-type: none">• Provision of appropriate equipment for handling and disposal of sharps, eg tools for picking up needles (e.g. pincer tools, tongs, litter picker, tweezers, yellow biological hazard containers etc);• Ensure only competent employees undertake the retrieval of sharps;• Supply appropriate cleaning materials (eg dust pan and |
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| | <p>brush for glass, tongs/pincers for needles etc) are available where appropriate;</p> <ul style="list-style-type: none"> • Ensure that employees understand the risks through proper information/instruction, training and supervision; • Ensure that emergency procedures are communicated to all employees; • Inform employees on the correct disposal procedure for sharps; • Ensure accident/incident reporting form and procedure is followed; • Contacting Occupational Health for advice at any stage; • Provision of adequate first aid equipment including clean water and/or sterile wipes for cleaning wounds and a supply of sterile, waterproof, adhesive dressings; • Main entrance to school checked for sharps on a daily basis <p>Ensure relevant employees are provided with appropriate PPE (gloves with a high degree of puncture resistance, puncture/cut resistant clothing to protect limbs etc)..</p> |
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| <p>SPECIAL CONSIDERATION FOR FIRST AIDERS</p> | <p>The risk of first aiders being infected whilst carrying out their duties is small. There has been no recorded case of HIV or HBV being passed on during mouth-to-mouth resuscitation.</p> <p>The following precautions can be taken to reduce the risk of infection:</p> <ul style="list-style-type: none"> • Cover any cuts or grazes on your skin with a waterproof dressing; • Wear suitable disposable gloves when dealing with blood or any other body fluids; • Use suitable eye protection if possible; • Consider your own safety; assess the situation and if applicable, use devices such as face shields when you give mouth-to-mouth resuscitation, but only if you have been trained to use them (i.e. are a trained first aider – there is very little risk of transfer if all items of PPE are used); |
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| | <ul style="list-style-type: none"> • Wash your hands after each procedure. <p>It is not normally necessary for first aiders to be immunised against HBV unless the risk assessment indicates that it is appropriate/recommended.</p> |
| <p>TRAINING</p> | <p>Staff training on sharps and their potential harm should include the following issues (the list is not exhaustive):</p> <ul style="list-style-type: none"> • Awareness of infectious diseases; • Precautions to be taken; • Common hiding places; • Safe handling and disposal procedures; • Emergency procedure; • Practical demonstrations. <p>Records should be kept of staff training attendance.</p> |

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| <p>ACTION FOLLOWING PUNCTURE WOUND</p> <p style="text-align: right;">A</p> | <ul style="list-style-type: none"> • Encourage the wound to bleed; • Do not suck the wound; • Rinse thoroughly under running water (do not scrub); • If water is not available, cleansing wipes provided in first aid kits should be used; • Cover the wound with a dry plaster/dressing; • Report incident to Local Health Authority <p>Name: Senior Public Health Development Advisor</p> <p>Tel:</p> <p>Mobile:</p> <ul style="list-style-type: none"> • Formally record the incident on DCC accident/incident form, including details of the action taken; • Seek medical advice; • Ensure sharp is disposed of safely into a sharps container. |
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| | <ul style="list-style-type: none"> • |
| DISPOSAL OF SHARPS | <ul style="list-style-type: none"> • Be alert – look for obvious needles before handling waste; • Always wear suitable gloves – even when using tools to move needles (gloves should not be relied upon to give total protection); • Use a pincer tool/tweezers etc to pick up needles; • Place needles in a sharps box – take the sharps box to the needle, not the needle to the sharp box (where possible); • Try to put the sharps box on an even surface before opening it to deposit the needle; • Do not overfill sharps boxes or try to push the contents down; • Before disposal, seal boxes and dispose of in accordance with your workplace instructions; • Inform line managers of any needles found as soon as possible; • Contact Local Health Authority for disposal details Name. Senior Public Health Development Advisor Tel: Mobile: |

LINKED POLICIES AND DOCUMENTS

This Plan will contribute to the review and revision of related school policies;

- School Improvement Plan
- CPD
- Buildings Plan
- SEN policy
- Equal Opportunities policy
- Curriculum policy
- Literacy policy
- EA action plan

This Plan has links to the following documents;

- Fire Drill book
- Risk Assessment
- Fire Risk Assessment
- PAT test records
- Check lists for
 1. Daily fire exit check
 2. Fire call point check
 3. Emergency lighting check
 4. fire extinguisher check
 5. Accident/illness records
 6. Fire extinguisher training records
 7. Appointed persons first aid training records
 8. Water testing records
 9. Asbestos plan and review
 10. Shower check records

Review Date August 2026