

# Oldham Health and Safety Service

## HEALTH AND SAFETY HANDBOOK– SCHOOLS



**Oldham**  
Council

## Contents:

- 1 Health and Safety Management
  - 1.1 Health and safety policy and arrangements
  - 1.2 Governor Responsibilities
  - 1.3 Risk Assessments
- 2 Accident Reporting and Investigation
- 3 Training
- 4 Manual Handling
  - 4.1 Manual Handling
  - 4.2 Moving and Handling (people) – Mainstream schools
  - 4.3 Moving and Handling (people) – special schools
- 5 Work at Height
- 6 Hazardous Substances (COSHH)
- 7 Lone Working
- 8 Violence to Staff
- 9 Stress
- 10 Display Screen Equipment
- 11 Driving at Work
- 12 Asbestos
- 13 Construction management
- 14 Fire Safety
- 15 First Aid
- 16 Medicines in schools
- 17 Maintenance and Inspections
- 18 Legionella

- 19 Slips and Trips
- 20 Workplace Transport
- 21 Design and Technology (secondary schools)
- 22 Drama and Music (secondary schools)
- 23 Science (secondary schools)
- 24 Sports and PE
- 25 Educational Visits
- 26 Special Needs Pupils
- 27 Work Experience

This document provides an overview of the health and safety responsibilities applicable to schools. It is intended as a guide and reference to the standards expected in ensuring a safe school environment. Your Service Level Agreement document contains information about the services provided by the Oldham Council's Health and Safety Team. This includes a timetable of schools training courses. These courses are programmed through the year but can also be requested and planned according to your requirements.

Additional Health and Safety information and guidance can be found on the schools '**First Class**' web resource (in the Health and Safety section). Specific supporting documents available from the First Class web resource are referred to below with each activity/curriculum area. If you do not have access to First Class the documents are also available via email, on request from the Health and Safety Team.

Please direct any queries to the Health and Safety Team

- 0161 770 3165.
- [healthandsafetyteam@oldham.gov.uk](mailto:healthandsafetyteam@oldham.gov.uk).

## 1. HEALTH AND SAFETY MANAGEMENT

ACTIVITY	STANDARDS
<p><b>Health and Safety Management</b></p>	<p>1.1 <u>Health and safety policy and arrangements</u></p> <p>The school should have a <b>Health and Safety Policy</b>, which is signed and dated by the Head teacher and Chair of Governors. The policy should provide details of the arrangements for the management of risks which are specific to the school.</p> <p>The health and safety policy (and other relevant health and safety policies and procedures) should be brought to the attention of all staff, including temporary staff e.g. at team meetings, induction etc. Staff at all levels and governors should understand their health and safety responsibilities within the policy. In addition, the Head teacher and (where relevant) a business manager or other designated person should be aware of their responsibilities in relation to premise management issues e.g. fire safety, asbestos, management of health and safety in construction work etc.</p> <p>The school should have access to corporate (Oldham Council) and school specific policies and/or guidance material, (if needed via the First Class Health and Safety web based resource).</p> <p>Health and safety should be regularly discussed at staff meetings and/or using tool box talks or briefing sessions.</p> <p>Staff should be aware of the procedures for reporting health and safety hazards and concerns, and their concerns taken seriously and investigated by the Head teacher.</p> <p>The head teacher or delegated person with day to day responsibility for health and safety should be appropriately trained. As a guide the three day IOSH Managing Safety training course (specifically for schools) would be an appropriate baseline training programme.</p> <p>Staff, including temporary and agency staff, should be aware of the fire and first aid arrangements for their school.</p> <p>Where the premises are shared with other services or groups e.g. before and after school clubs, sports clubs etc., there should be written arrangements in place for co-operating and co-ordinating health and safety matters, such areas to be considered include: fire, first aid, accident reporting, fault reporting, welfare facilities, housekeeping etc. Please refer to the resources section below for a procedure which can be adapted.</p>

<p><b>Health and Safety Management continued ....</b></p> <p><b>Resources</b></p>	<p><u>1.2 Governors Responsibilities</u></p> <p><b>Governors</b> should take an active role in the formulation of policies and procedures in the school. This is particularly applicable to secondary schools/academies. In doing this, the governing body would demonstrate their commitment to health and safety. It is not adequate for governing bodies to expect the Head teacher to formulate all policies and procedures.</p> <p>Safety should be a regular agenda item at governing body meetings. This gives the opportunity for issues to be discussed and where possible resolve issues early before they become a major or costly problem.</p> <p>It is recommended that a health and safety governor(s) be appointed who would have an overall monitoring role on behalf of the governing body and be in a position to report back to the governing body at each meeting.</p> <p>The Health and Safety Law Poster – ‘What You Should Know’ should be displayed in a prominent location for all staff to view e.g. staff noticeboards, or staff issued with the equivalent leaflet which can be downloaded free from the HSE website – <a href="http://www.hse.gov.uk/pubns/books/lawposter.htm">http://www.hse.gov.uk/pubns/books/lawposter.htm</a></p> <p><u>First Class Website:</u></p> <p>‘Schools Health and Safety Policy guidance’. Includes a H&amp;S policy proforma.</p> <p>‘Schools-Model Lettings Policy’</p>
<p><b>Risk Assessment</b></p>	<p><u>1.3 Risk Assessments</u></p> <p>Risk assessments are needed to establish the risk control measures required to ensure people work safely and staff, pupils or others are not put at unnecessary risk.</p> <p>Risk assessments should be co-ordinated by a person trained in risk assessment with appropriate knowledge and experience of the job role. Where teachers or other staff carry out risk assessments, the lead Health and Safety staff member should ensure that they have sufficient knowledge and experience and receive information and instruction in risk assessment. For more complex and specialist situations e.g. noise, asbestos and some hazardous substances, specific expertise may be necessary from an appropriately qualified person e.g. Asbestos Adviser. Please consult the health and safety team if you are unsure.</p> <p>School-wide measures should be in place to deal with the real risks. We would expect to see risk assessments that cover areas such as:-</p>

- Working at height
- Manual handling
- Use of Chemicals (COSHH)
- Legionella risks
- Asbestos
- First aid
- Lone working
- Fire safety
- Violence
- Higher risk lessons such as Science, PE

(please note this is not an exhaustive list)

Written risk assessments are **not** always required for every classroom activity or every classroom. The HSE 'Classroom Checklist' is available for use as required - where the assessed risk is low (See resources section below).

The HSE classroom checklist has been designed to complement the steps the employer takes across the school to manage risks from topics mentioned above such as fire, legionella, asbestos, manual handling or violence etc. School-wide approaches to assessing and managing real risks should be in place so they do not need to be reassessed in an ordinary classroom. Members of staff can use the HSE checklist to help ensure ordinary classrooms meet minimum health and safety standards. It is not mandatory, but is intended as a helpful tool, to raise awareness of areas of concern in the classroom.

Science classrooms and other rooms where particular risks or a higher level of risk is present will however merit a specific risk assessment.

Staff involved in the work activity should be consulted as part of the risk assessment process.

The significant findings of the assessments and the control measures necessary to protect staff and anybody else affected should be recorded.

All risk assessments must be signed by the Head teacher or lead assessor/health and safety lead.

The risk assessment and safe systems of work should be monitored to ensure the control measures are effective and being followed by staff.

Where relevant, young persons, parent helpers, volunteers and new or expectant mothers must be taken into account when assessing the risks. In addition, when a member of staff notifies they are pregnant, an

	<p>individual risk assessment should be carried out.</p> <p>The school should have arrangements in place for staff who have been absent from work for long periods of time, such as phased return to work, light duties etc., in order to assist with their return to work. Where relevant, this should be recorded in an individual risk assessment.</p>
<p><b>Resources</b></p>	<p>Risk assessments must be reviewed on a regular basis to ensure they are still valid. It is advised that this is done as a minimum annually, if the work activity or environment changes significantly prior to the annual review, or following an accident/incident, the risk assessment must be reviewed and updated as necessary.</p> <p><u>First Class Website</u></p> <p>'Risk Assessment Procedure Guidance'</p> <p>Risk assessment templates are available for a wide range of school activities and typical school work environments (First Class – Health and Safety Conference, 'Risk Assessment Examples' folder).</p> <p>HSE Classroom checklist  <a href="http://www.hse.gov.uk/risk/classroom-checklist.pdf">http://www.hse.gov.uk/risk/classroom-checklist.pdf</a></p>



## 2. ACCIDENT REPORTING AND INVESTIGATION

<b>Accident Reporting and Investigation</b>	<p>All accidents/incidents that occur to staff should be reported and recorded on relevant Accident Reporting forms, appropriately investigated by the Head teacher or other nominated member of staff and in certain circumstances reported to the health and safety team.</p> <p>It is the responsibility of all schools to keep a record of all accidents that occur within a school (the health and safety team/local authority will not retain all accident records).</p> <p><u>Pupil Accidents/incidents</u></p> <p>Pupil accident/incidents <b>only</b> need <b>submitting</b> to the health and safety team at <a href="mailto:healthandsafetyteam@oldham.gov.uk">healthandsafetyteam@oldham.gov.uk</a> in the following circumstances:</p> <ul style="list-style-type: none"><li>• fatal or major injuries on school premises, or in sponsored or controlled activities off the school site</li><li>• where the injury is such that the pupil is taken <b>directly</b> to hospital from the site of the accident <b>AND</b> the accident is caused by:<ul style="list-style-type: none"><li>-the condition of the premises (e.g. defective or slippery floors); and/or</li><li>-the condition of equipment (defective) on school premises, and/ or</li><li>-a failure in the way a work activity was organised (e.g. inadequate supervision of a field trip) and/or</li><li>-the way in which equipment or substances were used (e.g. lifts, machinery, experiments etc.)</li></ul></li></ul> <p>All pupil accidents that <b>do not</b> fall into the above criteria should be recorded internally in each individual school.</p> <p>Please note that pupils involved in an accident have 3 years from their 18th birthday to make a civil claim therefore records must be kept in school of <b>all</b> incidents until the injured pupil reaches the age of 21.</p> <p><u>Employee Accidents</u></p> <p>All accidents and incidents involving staff members should be recorded and records must be kept by school.</p> <p>The Health and Safety Team <b>only</b> require copies of completed accident forms from: -</p>
---	---

<b>Resources</b>	<ul style="list-style-type: none"><li>• <b>Community schools/Voluntary Controlled schools – All</b> staff accidents (minor and major) (where the employee is employed by Oldham Council)</li><li>• <b>RIDDOR</b> reportable accidents from <b>ALL SCHOOLS</b></li></ul> <p>Should you require any further information or clarification, please contact a member of the health &amp; safety team.</p> <p>All staff, including temporary and agency staff, should be made aware of the accident reporting procedure.</p> <p><u>First Class Website</u></p> <p>The First Class web based resource includes a standalone section with related guidance, as well as Oldham Councils standard forms for use in the event of an accident.</p>
------------------	--

### 3. TRAINING

<p><b>Training</b></p>	<p>All new starters should receive induction training, which includes a tour of the school and the arrangements for areas such as first aid, fire, accident reporting, welfare facilities etc. The induction should provide the new starter with information on the risk assessments and safe systems of work specific to their job.</p> <p>Any specific health and safety training requirements of jobs should be identified through a training needs analysis or risk assessments. Such training may include general health and safety training, manual handling, working at height, infection control, use of work equipment, etc. Intervals for refresher training should be identified and arrangements put in place for this to be carried out when necessary (a minimum of three yearly intervals).</p> <p>The Head teacher and other managers e.g. Business Manager, Deputy Head teacher, Site Managers, should receive training appropriate to their level of health and safety responsibilities e.g. IOSH Managing Safety, CIEH, NVQ or equivalent.</p>
<p><b>Resources</b></p>	<p>Records of all training should be kept e.g. induction, job specific, refresher training, fire awareness, first aid, etc.</p> <p>Oldham Council's Health and Safety Team have a programme of training courses available to schools. The team can also arrange bespoke training on request. Please contact the health and safety team to discuss any requirements. Courses available:</p> <ul style="list-style-type: none"> <li>• Health and Safety and Awareness</li> <li>• Manual Handling Awareness</li> <li>• Work at Height Awareness for Teaching Staff</li> <li>• Risk Assessment Awareness</li> <li>• Accident/incident reporting Awareness</li> <li>• Fire Awareness</li> <li>• COSHH awareness</li> <li>• Site Managers Training</li> <li>• Evac Chair Training</li> </ul>

#### 4. MANUAL HANDLING/MOVING AND HANDLING

<p><b>Manual Handling (Objects)</b></p>	<p>4.1 <u>Manual Handling</u></p> <p>Manual handling should be avoided, where possible. If it is not possible to avoid, a risk assessment should be carried out. The risk assessment should identify the manual handling training needs of staff, including refresher training (it is advised that as a minimum refresher training to be completed every three years).</p> <p>Staff should be instructed to undertake visual checks of any manual handling equipment prior to use. Any formal visual inspections identified in the risk assessment should be recorded.</p>
<p><b>Resource</b></p>	<p><u>First Class Website</u></p> <p>Manual Handling Guidance</p>
<p><b>Moving and Handling (People) – Mainstream Schools</b></p>	<p>4.2 <u>Moving and Handling (People)-Mainstream Schools</u></p> <p>Within mainstream schools where there is a school admission which has identified the pupil as requiring assistance with moving and handling tasks, the Head teacher is responsible for ensuring a moving and handling risk assessment is carried out by a competent person e.g. a moving and handling adviser.</p> <p>Oldham’s Health and Safety Team can arrange for the risk assessment to be carried out by a competent person from Oldham’s All Age Disability Service (AADS) on behalf of the school. For further information regarding please contact the team, (<a href="mailto:healthandsafetyteam@oldham.gov.uk">healthandsafetyteam@oldham.gov.uk</a>).</p> <p>Alternatively the AADS team can be contacted directly at 0161 770 3110, (Moving and Handling Advisor).</p> <p>Following completion of a Moving and Handling Risk Assessment, where required the assessment will be supplemented by written guidance on how to safely assist the pupil with tasks, including the use of any equipment. If equipment and/or adaptations are required the AADS team can provide further assistance in obtaining the equipment etc.</p> <p>Where pupils require assistance with moving and handling tasks, it is good practice to appoint a moving and handling facilitator(s). This should be a senior member of staff e.g. Deputy Head teacher, Head of Year. The facilitator’s role is to monitor the moving and handling arrangements and ensure the risk assessment is reviewed at least every six months or where there has been a significant change in the needs of the pupil. Note: If the school does not have any pupil who requires assistance with moving and handling tasks, then there is no need to appoint a facilitator.</p>

	<p>Moving and handling facilitators and staff involved in supporting pupils should receive people handling training (which includes the use of moving and handling equipment). Refresher training should be carried out annually. For further information, please contact the Moving and Handling Advisor on 0161 770 3110.</p> <p>Oldham Council have a service contract in place with 'Simply Moving and Sleeping' to service all moving and handling equipment in mainstream schools as required under the Lifting Operations and Lifting Equipment Regulations (LOLER). The contract covers ceiling hoists, mobile hoists, beds and dynamic chairs. It does not cover platform lifts.</p> <p>The Head teacher should ensure arrangements are in place with their contractor for lifting equipment e.g. hoists, slings, changing tables etc., to be inspected by a competent person every six months. In addition the Head Teacher/facilitator should carry out a formal visual inspection of all moving and handling equipment on a weekly basis and records kept.</p>
<p><b>Moving and Handling (People) – Special Schools</b></p> <p><b>Resources</b></p>	<p>4.3 <u>Moving and Handling (People)-Special schools</u></p> <p>Special schools in Oldham have their own trained staff/facilitators. It is recommended there should be a minimum of <b>two</b> moving and handling facilitators. This could be a therapist, such as physiotherapist, occupational therapist and a senior member of staff e.g. Deputy Head teacher.</p> <p><u>First Class Website:</u></p> <p>Moving and Handling - Emergency</p> <p>Moving and Handling - Facilitators record</p>

## 5. WORK AT HEIGHT

<p><b>Work at Height</b></p>	<p>Work at height should be avoided where possible. Where this is not possible, a risk assessment must be carried out detailing the equipment required and safe methods of working and the work should be properly planned.</p> <p>Ladder work should be carefully considered and its necessity questioned. Where regular access to the roof is needed, a permanent means of access and physical safeguards should be provided.</p> <p>Fragile roof materials, such as asbestos cement sheeting and skylights present a high risk. Warning signs should be displayed and any work carried out should be tightly controlled e.g. by a permit to work system. Roof work should only be carried out by a competent contractor.</p> <p><b><u>School/site staff/site managers at council controlled/owned schools are not permitted to work on roofs.</u></b></p>
<p><b>Resources</b></p>	<p>The use of ladders should not be used for changing light bulbs where the ceilings are high, e.g. school hall. If the task is to be carried out by the site manager/caretaker, a risk assessment and safe system of work should be in place and appropriate access equipment used e.g. tower scaffold. If the task is contracted out, the school should ensure the contractor is competent to carry out the task safely and that they use appropriate access equipment.</p> <p>Staff should receive information, instruction and training in the safe use of access equipment and records of such training kept.</p> <p><b><u>Under no circumstances should a member of staff be allowed to work at height if they have not received suitable training and instruction</u></b></p> <p>Access equipment should be checked by the user prior to use. Ladders should be inspected at least every twelve months by a competent person and records of inspections should be maintained.</p> <p><u>First Class Website:</u></p> <ul style="list-style-type: none"> <li>Work at Height Guidance</li> <li>Working at Height Checklist</li> <li>Working at Height Flow chart</li> <li>Working at Height Access information toolkit</li> </ul>

## 6. CONTROL OF SUBSTANCES HAZARDOUS TO HEALTH

<b>Hazardous Substances (COSHH)</b>	<p>Hazardous substances include any substance labelled toxic, harmful, corrosive or irritant. Micro-organisms e.g. legionella and dust may also be hazardous. Before any new chemical or substance is purchased or used, it should be assessed for suitability and the least hazardous product should be selected.</p> <p>All substances classed as hazardous must be assessed prior to it being used and the findings recorded (a COSHH assessment form/pro forma is available on the First Class web resource). The control measures for exposure to biological risks (e.g. cleaning up bodily fluids) should be recorded in a safe system of work or procedure.</p> <p>Up-to-date Safety Data Sheets (SDS) should be available for substances used in the school. These are obtained from the supplier. The SDS provides information which will identify if a substance is hazardous to health. The SDS is <b>not usually</b> a COSHH assessment, but it does contain vital information that must be used when carrying out a COSHH assessment. Local Exhaust Ventilation (e.g. that used for Woodworking) should be included within your COSHH assessment.</p> <p>Within schools the majority of substances used will be cleaning products. Where the school uses a cleaning contractor the products are often supplied by the contractor. The contractor is responsible for carrying out the COSHH assessments for these substances and a copy of the assessments should be available on school premises.</p> <p>In addition, the site manager/caretaker may also use a number of hazardous products, and it is the responsibility of the school to ensure there are up to date COSHH assessments and SDS in place.</p> <p>The school should provide their staff with any personal protective equipment (PPE) identified in the COSHH assessment. (Note: If cleaning contractors are used it is their responsibility to provide their staff with PPE, <b>not</b> the school's responsibility).</p> <p>Staff should be provided with any necessary information, instruction or training identified in the assessment, and be provided with copies of the COSHH assessments relevant to their work. Monitoring should take place to ensure the control measures are effective and are being followed by staff. Hazardous substances should be stored securely away from pupils.</p>
<b>Resource</b>	<p><u>First Class Website:</u></p> <p>COSHH assessment form</p> <p>COSHH assessment guidance</p> <p>HSE guidance on Local Exhaust Ventilation:</p> <p><a href="http://www.hse.gov.uk/lev/index.htm">http://www.hse.gov.uk/lev/index.htm</a></p>

## 7. LONE WORKING

<b>Lone Working</b>	<p>The types of work undertaken that may require employees to work alone include cleaning, caretaking, working out of hours and during school holidays, home visits, visits to the bank and maintenance or repair work carried out within the school premises.</p> <p>Where possible, work should be organised to avoid lone working and therefore eliminate the risk altogether. For example, cleaning and caretaking activities can be co-ordinated so that employees are working in close contact with one another and are not alone in a building outside normal working hours.</p> <p>Where lone working cannot be avoided, risk assessments must be carried out and measures introduced to minimise any risk. Lone working should be considered in the risk assessments already in place for the activities carried out by the school.</p> <p>There may be some activities where a specific risk assessment will need to be carried out to assess the risks to the lone worker e.g. working in an unfamiliar environment for the first time, such as a home visit.</p> <p>The risk assessment should identify the training needs of staff who work alone e.g. personal safety.</p> <p>Procedures should be in place to record the whereabouts of lone workers, which includes the details of place(s) to be visited, including the time expected to return. These procedures should include staff who may be working alone in the building during the school holidays or after hours. The procedures must take into account the emergency action to be taken if a member of staff does not return at the expected time and is uncontactable.</p>
<b>Resource</b>	<p><u><a href="#">First Class Website:</a></u> Lone working guidance</p>



## 8. VIOLENCE AT WORK

<b>Violence to Staff</b>	<p>Where there is the potential for violence to staff, the risks should be considered in risk assessments already in place within the school and preventative measures introduced to avoid or minimise the risk. Where necessary, a specific risk assessment may need to be carried out e.g. if a pupil's behaviour is challenging, the school should involve relevant specialists such as behavioural and education psychologists, attendance and behaviour advisers, and as part of a multi-disciplinary team, risk assessments completed and (if necessary) strategies introduced. Staff may require Team Teach training, where the level of aggression remains challenging.</p> <p>Those members of staff identified as being at risk should receive information, instruction and where required, training in what to do and how to diffuse potentially violent situations.</p> <p>All violent incidents, whether physical, verbal or intimidation, must be reported and recorded on the Accident and Incident reporting form (available via the First Class web resource). Head teachers should investigate any violent incident and take action to prevent a recurrence.</p> <p>Where relevant, incidents of violence and intimidation should be reported to other staff, so that they are aware of the risk presented by individual parents or pupils.</p>
<b>Resources</b>	<p><u>First Class Website:</u></p> <p>Violence and aggression, Policy and Guidance</p>

## 9. STRESS IN THE WORKPLACE

<b>Stress in the workplace</b>	<p>The Health and Safety Executive (HSE) estimates the costs to society of work-related stress to be around £4 billion each year. By taking action to reduce the problem, you can help create a more productive, healthy workforce and save money. Many organisations have reported improvements in productivity, retention of staff and a reduction in sickness absence after tackling work-related stress.</p> <p>Schools should assess the risk of stress-related ill health arising from work activities and take action to control that risk. A useful reference is 'Tackling Stress: The Management Standards Approach' (produced by the HSE, and available via First Class). The Management Standards cover six key areas of work design that, if not properly managed, are associated with poor health and well-being, lower productivity and increased sickness absence. In other words, the six Management Standards cover the primary sources of stress at work. These are:</p> <ul style="list-style-type: none"><li>• Demands – such as workload, work patterns and the work environment.</li><li>• Control – such as how much say the person has in the way they do their work.</li><li>• Support – such as the encouragement and resources provided by the organisation, line management and colleagues.</li><li>• Relationships – such as promoting positive working to avoid conflict and dealing with unacceptable behaviour.</li><li>• Role – such as whether people understand their role within the organisation and whether the organisation ensures that they do not have conflicting roles.</li><li>• Change – such as how organisational change (large or small) is managed and communicated in the organisation.</li></ul> <p>For further information on stress, please contact your HR advisor.</p>
<b>Resources</b>	<p><u><a href="#">First Class Website:</a></u></p> <p>Tackling Stress: The Management Standards Approach</p>



## 11. DRIVING AT WORK

<b>Driving at Work</b>	<p>The school should identify staff who drive for work (using Council/school owned, hired vehicles and/or private vehicles). Driver document checks should be carried regularly for drivers and a record of the checks kept.</p> <p>Risk assessments should be undertaken for driving activities.</p> <p>Where extra-curricular activities take place i.e. out of school sports, it is recommended schools do not transport or organise the transportation of pupils directly. It is recommended this is organised between parents themselves.</p> <p><b>Minibuses</b></p> <p>All drivers at Local Authority controlled schools should receive Midas Training (contact Dave Faulconbridge X8595 <a href="mailto:david.faulconbridge@oldham.gov.uk">david.faulconbridge@oldham.gov.uk</a> )</p> <p>Further guidance for schools on driving school mini buses can be found at:-</p> <p><a href="https://www.gov.uk/government/publications/driving-school-minibuses-advice-for-schools-and-local-authorities">https://www.gov.uk/government/publications/driving-school-minibuses-advice-for-schools-and-local-authorities</a></p>
<b>Resources</b>	<p><u>First Class Website:</u></p> <p>Schools Minibuses, guidance for safe operation.</p> <p>Vehicle driver checklist and defect report.</p>

## 12. ASBESTOS

<b>Premises – Asbestos</b>	<p>An asbestos management survey (formerly type 2 survey) should have been carried out to establish if there is asbestos in the premises, its amount and what condition it is in, and the current asbestos register should be available at the premises. To support the Head teacher, a competent asbestos consultant such as the Unity Partnership will use the findings of this (materials risk assessment) to carry out a “priority risk assessment” of each piece of asbestos containing material (ACM) in the building. The assessments should be reviewed annually. Further advice can be obtained from the Council’s Asbestos Safety Adviser.</p> <p>A refurbishment survey should be undertaken prior to any invasive works being carried out on the building.</p> <p>A Local Premises Asbestos Management Plan should be in place detailing the measures to manage the risk. The Plan should include the following:</p> <ul style="list-style-type: none"> <li>• monitoring arrangements, including responsibilities;</li> <li>• frequency of inspections/assessments on the condition of ACMs;</li> <li>• emergency procedures;</li> <li>• reviews of the plan;</li> <li>• a drawing highlighting existing ACMs;</li> <li>• an up-to-date asbestos register.</li> </ul> <p>If any changes are made to the on-site asbestos register, the Head teacher (council owned school) or delegated person should ensure the Council’s Asbestos Safety Adviser is made aware of any changes - Gary Turnock (Unity Partnership 0161 770 4147) will also update Oldham Council’s central asbestos register.</p> <p>The Head teacher or delegated person e.g. Business Manager or Site Manager, should receive training relating to their responsibilities, including asbestos awareness.</p> <p>Arrangements should be in place to ensure that contractors and staff are made aware of ACMs locations. For council controlled schools, the corporate policy should be followed to ensure staff and contractors do <b>not</b> damage or disturb any ACMs. Any work on ACMs should only be carried out by authorised licensed contractors after discussions with the Council’s Asbestos Safety Advisor’s and the project manager overseeing the works.</p>
<b>Resources</b>	<p><u>First Class website:</u></p> <p>Asbestos Guidance</p> <p>Asbestos Policy and Procedures</p> <p>Asbestos, Managing Premises</p>

### 13. CONSTRUCTION MANAGEMENT

<p><b>Premises – Construction Management</b></p>	<p>Construction work can be anything from a redecoration, renovation, alteration, repair or maintenance through to the demolition of a building or structure. The key to a successful construction project is to set up the right team from the outset. The Construction, Design and Management (CDM) Regulations provide the framework of duties that apply to all construction work. Under the CDM Regulations the school as the ‘client’ has a duty to ensure there are suitable management arrangements for construction activities and that those appointed are competent.</p> <p>Support for schools is available from the Health and Safety Team who can advise on the CDM regulations. Contact <a href="mailto:healthandsafetyteam@oldham.gov.uk">healthandsafetyteam@oldham.gov.uk</a> or by phone 0161 770 3165.</p> <p>Schools who choose to manage a construction project themselves will automatically take on all the ‘clients’ legal responsibilities under the CDM Regulations and must ensure procedures are in place to appoint competent people and that the requirements of the CDM Regulations have been met.</p> <p>If your school is a maintained school, you must:-</p> <ul style="list-style-type: none"> <li>• inform the Council when any new building work is proposed by the school</li> <li>• seek approval for the work from the Council as corporate landlord</li> </ul>
<p><b>Resources</b></p>	<p>Whilst contractors, including maintenance engineers, window cleaners, grounds maintenance etc. are on the premises, the school remains responsible for the safety of their staff, pupils and the public. Contractors must always sign in and out of school, and must be suitably monitored.</p> <p><b>Permit to Work Systems</b> - The school and/or project manager should ensure, prior to starting work, contractors are provided with any necessary permit to work e.g. work with asbestos, hot work, access to fragile roofs, etc. If the project involves major work being carried out, permit to work systems should be discussed prior to the work starting e.g. at pre-start meetings. For other works e.g. minor repair works to the roof, the school is responsible for ensuring a permit to work is in place.</p> <p><u>First Class website:</u></p> <p>Contractors safety checklist</p>

## 14. FIRE SAFETY

<b>Premises – Fire Safety</b>	<p>There should be a fire risk assessment for the school which has been completed by a competent person.</p> <p>The assessment should be reviewed annually or following any changes to the school.</p> <p>The school should have a written procedure which provides details of the action to be taken in the event of a fire or other emergency. The procedure should clearly identify the roles and responsibilities of individuals, such as the Head Teacher, site manager/caretaker, office staff, teaching staff, lunchtime supervisors, catering, visitors and if the school is used out of hours e.g. before and after school club. The procedure should be communicated to staff (including temporary/agency staff).</p> <p>Staff or pupils with disabilities or special needs may require additional assistance to escape in the event of fire. A personal emergency evacuation plan (PEEP) of how best they may be helped should be drawn up by the Head Teacher or delegated competent person and tested in the course of regular fire drills.</p> <p>There should be a fire log book to record the inspections and tests of the:</p> <ul style="list-style-type: none"> <li>• Fire alarm system (weekly)</li> <li>• Firefighting equipment (weekly)</li> <li>• Means of escape (weekly)</li> <li>• Emergency lighting (monthly)</li> <li>• Fire drills (Advised termly in a school)</li> </ul> <p>The Unity Weblog system may be used for logging inspections.</p> <p>Staff should receive fire awareness training every three years from a competent person. If an external consultant is used, the school should ensure the course delivered covers the following:</p> <ul style="list-style-type: none"> <li>• The dangers of fire</li> <li>• The nature of fire and how it spreads</li> <li>• The legal responsibilities of the Fire Regulations</li> <li>• The layout and fire precautions in the school</li> <li>• An awareness of fire prevention measures</li> <li>• What staff should do if they discover a fire</li> <li>• What staff should do if they hear the fire alarm</li> <li>• Where the nearest and all other fire exits from the school are located</li> <li>• Where the Assembly Point is located</li> <li>• The different types of fire extinguishers and where they are located</li> <li>• How to tackle small fires safely and effectively, if required to do so</li> </ul>

**Resources**

First Class Website:

Fire Guidance

Fire Plan and Evacuation

Fire Risk Assessment

Fire – Precautions logbook

Fire Plan – PEEP.

Fire Plan – PEEP Supported Accommodation.



## 15. FIRST AID

<p><b>Premises – First Aid</b></p>	<p>A risk assessment should be carried out of the first aid requirements both in the school and on trips. Whilst there is no legal requirement to consider members of the public in this assessment, it is good practice to do so.</p> <p>The number of trained first aiders required for the school should be identified in the assessment. HSE provide advice on completing a first aid risk assessment:- <a href="http://www.hse.gov.uk">www.hse.gov.uk</a></p> <p>There should be a first aid box available which is stocked. Note: A person(s) should be designated with responsibility for keeping the boxes stocked e.g. first aider(s).</p> <p>First aid notices detailing the name, telephone number and location of first aiders should be displayed throughout the school e.g. on staff notice boards, in school kitchens etc.</p>
	<p><b>Primary School with Early Years Setting</b> - The statutory framework for the Early Years Foundation Stage states that: “At least one person who has a current paediatric first aid certificate must be present at an early years or childcare setting all the time children are there. The paediatric first aid certificate is renewed every three years”. Ofsted are currently recommending that all staff in an early years setting hold the paediatric first aid certificate.</p>
<p><b>Resources</b></p>	<p><u>First Class Website:</u></p> <p>First Aid Arrangements Guidance</p>

## 16. MEDICINES IN SCHOOLS

<b>Medicines in schools</b>	<p>The school should have a procedure for the administration of medication.</p> <p>Staff managing the administration of medicines and those who administer medicines should receive training and support from health professionals. Medicines should only be taken to school when essential; that is where it would be detrimental to a child's health if the medicine were not administered during the school day. Schools should only accept medicines prescribed by a doctor, dentist, nurse or pharmacist. Medicines should always be provided in the original container as dispensed by a pharmacist and include the prescriber's instructions for administration and dosage.</p> <p>It is not recommended that schools give a non-prescribed medicine to a pupil unless there is specific prior written permission from the parents.</p> <p>Schools should keep written records by arranging for staff to complete and sign a record each time they give medicine to a pupil. The record should include details of the medication, dosage, date and time, who administered, and how it was given e.g. handed to pupil.</p> <p>With the exception of asthma inhalers, medication should be stored in a secure location.</p>
-----------------------------	--

## 17. MAINTENANCE AND INSPECTIONS

<b>Premises – Maintenance and Inspections</b>	<p>The school should have arrangements in place to ensure planned maintenance work is carried out at regular intervals, and any identified remedial works actioned and monitored to ensure completion. There should be arrangements in place for the reporting and repair of minor defects carried out by the site manager/caretaker e.g. defect reporting book.</p> <p>There should be copies of current inspection and test certificates carried out by a competent person available on site e.g. electrical, gas, fire systems, any lifting equipment, ventilation systems, powered/manual shutters, automated gates, playground equipment etc.</p>
<b>Resources</b>	<p><u>First Class website:</u></p> <p>Building Custodian Responsibilities.</p> <p>Schools-Outdoor play Equipment</p>

## 18. LEGIONELLA

<b>Legionella</b>	<p>A risk assessment of the hot and cold water system should be carried out by a competent person. This should be reviewed every two years</p> <p>Monthly temperature monitoring of Hot &amp; Cold water systems for the control of legionella should be carried out by a competent person, and a record kept (e.g. using Weblog).</p> <p>Where fitted, thermostatically controlled mixing valves should be regularly tested by a competent person.</p> <p>Little used outlets (such as showers or cleaners sinks) should be flushed out weekly and a record kept (e.g. using Weblog).</p> <p>Showers and spray headed outlets should be Cleaned, disinfected and flushed every 3 months by a competent person. (Schools that take up the Unity partnership SLA can be provided with awareness, monitoring, flushing &amp; Clean/disinfection training).</p> <p>Cold water storage Tanks should be inspected regularly by a competent contractor.</p>
-------------------	---

## 19. SLIPS AND TRIPS

<b>Premises – Slips and Trips</b>	<p>Risk assessments should take into account any slip and trip hazards within the working environment. Where a risk of injury is identified, action should be taken to reduce the risks.</p> <p>Cleaning surfaces incorrectly can cause them to become slippery and hazardous. Arrangements should be in place to ensure surfaces are cleaned correctly and surfaces are left dry after cleaning, using dry mopping or other techniques. Cleaning should take place out of hours and areas cordoned off where possible.</p>
<b>Resources</b>	<p>Procedures should be in place to deal with spillages by cleaning them as they occur and to prevent or reduce water from being carried into the building during wet weather e.g. adequate entrance matting.</p> <p>Arrangements should also be in place to control any slipping hazards in external areas, such as wet leaves and ice, paying particular attention to main pedestrian routes.</p> <p>Footwear can be a major factor in slipperiness. If control can be exercised over the footwear of staff, then slip-resistant footwear can be a useful solution.</p> <p><u><a href="#">First Class Website:</a></u></p> <p>Slips and Trips Guidance</p>

## 20. WORKPLACE TRANSPORT

<b>Premises – Workplace Transport</b>	<p>The movement of vehicles, including cars and delivery vehicles on school premises, should be assessed and measures implemented to reduce the risks. As far as possible, vehicles and pedestrians should be separated e.g. by barriers, signage, pathways. Where possible, parents should be encouraged not to bring their vehicles onto the school site, especially at times when children are arriving and leaving school.</p> <p>Reversing of vehicles is a particularly hazardous activity. Where possible, eliminate the need for reversing by one-way systems or designated turning areas. Non-essential personnel should be excluded from the area.</p>
---	--

## 21. SECONDARY SCHOOLS-DESIGN AND TECHNOLOGY

<p><b>Design and Technology (applies to secondary schools only)</b></p>	<p>Risk assessments should be carried out for all activities within the D &amp; T department. Assessments supplied by CLEAPPS are suitable but these must be maintained and updated in accordance with CLEAPPS supplemental guidance and assessments.</p> <p>The Control of Noise at Work Regulations requires employers to prevent or reduce risks to health and safety from noise exposure and inform staff of the risks from noise and any control measures in place. A noise assessment should be carried out to identify whether any staff are exposed to noise and for what frequency and duration.</p> <p>If it is reasonably practicable to eliminate the risks from noise exposure, this must be done. Where this is not possible, exposure must be reduced to as low a level as reasonably practicable. The use of hearing protection is a last resort, other options must be considered, such as engineering controls and enclosure before selecting appropriate hearing protection to protect staff and others at risk from exposure. Staff should be made aware of the outcomes of the assessment and the control measures.</p> <p>Any hearing protection provided must be appropriate to the level of risk and be well-maintained. Pre-use checks by the employee should take place and defective hearing protection must not be used.</p> <p>Machinery and equipment used must be adequately maintained which will assist in keeping noise produced to a minimum. Arrangements should be in place to ensure that any equipment or machinery purchased has low noise levels; this will assist in eliminating and controlling noise exposure.</p>
	<p>All equipment should be inspected and maintained on a regular basis, by a competent person, and records kept. Any recommendations made during the inspection should be carried out immediately or the equipment taken out of use until such time the recommendation(s) can be implemented.</p> <p>Electricity and gas supply in workshops must be capable of being isolated quickly in the event of an emergency. The isolation switch/valve must be maintained in accordance with manufacturers/installers instructions.</p> <p>Any local exhaust ventilation must be checked every 14 months by a competent person and all equipment maintained in good condition. Records must be maintained in accordance with the COSHH Regulations.</p> <p>Personal protective equipment (PPE) should be available in each workshop. Pupils should be appropriately instructed and supervised.</p> <p>All staff, both teaching and non-teaching, should receive any necessary training in the equipment used or must be able to demonstrate competency e.g. professional qualification or substantial experience.</p> <p>All machinery should be suitably guarded. Formal visual checks of hand tools e.g. chisels, hammers, saws etc., should be carried out and records kept.</p>

## 22. SECONDARY SCHOOLS-DRAMA AND MUSIC

<b>Drama and Music (applies to secondary schools only)</b>	<p>Risk assessments should be carried out for stage productions.</p> <p>Fixed electrical systems should be inspected for electrical safety by a competent person every five years. Records of the inspection should be kept and any recommendations should be implemented.</p> <p>Electrically operated portable stage equipment e.g. stage lighting, sound equipment etc., should be PAT tested on a regular basis and records kept.</p> <p>Appropriate access equipment should be available for use, tested periodically and logs kept. Activities requiring work at height should be risk assessed.</p> <p>All persons (including pupils, where relevant) who may be required to work at height should be fully trained in the use of the equipment.</p> <p>Where installed, lifting equipment e.g. rigging, pulley systems, should be checked every twelve months by a competent person.</p> <p>There should be sufficient electrical outlets in the area to reduce the need to trail extension cables unnecessarily.</p>
--	---



### 23. SCIENCE (SECONDARY SCHOOLS)

<p><b>Science</b> (applies to secondary schools only)</p>	<p>Risk assessments should be carried out for all activities within the science department. Assessments supplied by CLEAPPS are suitable alternatives, but these must be maintained and updated in accordance with CLEAPPS supplemental guidance and assessments.</p> <p>All equipment should be inspected and maintained on a regular basis by a competent person and records kept.</p> <p>The electricity and gas supply in each laboratory must be capable of being isolated quickly in the event of an emergency. The isolation switch/valve must be maintained in accordance with manufacturers/installers instructions.</p> <p>Personal protective equipment (PPE) should be available in each laboratory.</p> <p>All hazardous chemicals must be stored appropriately with only minimal quantities available within each laboratory. Large quantities must be stored in a purpose built lockable store and the quantities monitored regularly. Where necessary, bunding must be available for larger stores. Toxic chemicals should be stored in lockable cabinets.</p>
	<p>Chemicals which are past their usable life or chemicals in containers which can no longer be identified must be disposed of in accordance with current guidelines by a responsible organisation, and records of such disposals kept.</p> <p>Radioactive sources must be stored in lockable locations and their contents regularly monitored in accordance with current guidelines. Records of radioactive sources must be kept and maintained.</p> <p>Each school must appoint a radiation protection supervisor (RPS) who maintains the records, ensures all sources are accounted for, and that their use is appropriate. It is recommended the RPS is a senior physics teacher.</p> <p>Schools have access to the councils Radiation Protection Officer, Judith Kramer , (contact the Central Health and Safety Team 0161 770 3165 or <a href="mailto:healthandsafetyteam@oldham.gov.uk">healthandsafetyteam@oldham.gov.uk</a>)</p>
<p><b>Resources</b></p>	<p><u>First Class Website:</u></p> <p>Science Safety</p>

## 24. SPORTS AND PE

<p><b>Sports and PE</b></p>	<p>Risk assessments should be carried out for all PE and sports activities. All staff in the PE department should be made aware of the assessments and the assessments regularly reviewed.</p> <p>All sports and PE equipment should be maintained and inspected by a competent person at a frequency stipulated by the competent person. Records of such inspections should be kept and all work recommended carried out. This includes equipment in multi gyms.</p>
	<p>All teachers of trampolining should ensure they are knowledgeable on fundamental skills and techniques, including the assembly and dismantling of equipment. Teachers must hold an appropriate trampoline qualification such as the British Gymnastics Trampoline Award as a minimum and keep themselves aware of developments through relevant in-service training.</p> <p>When not in use, trampolines should be secured (e.g. chained and padlocked) to prevent unauthorised use. Trampolines should be assembled/dismantled by persons trained in safe handling of trampolines. Children are permitted to assemble/dismantle trampolines, however this activity must always be supervised and children should receive instruction in advance of handling trampolines. The use of multi gyms must be strictly regulated and supervised to ensure individuals do not use the equipment beyond their capabilities and cause injury to themselves.</p> <p>The gymnasium/hall should be suitable for use and free of any protruding object that may cause injury to participants. Storage of equipment should be appropriate, and to minimise the risk of an accident and injury should not be stored in areas where activities take place.</p> <p>Weekly inspection/examinations of outdoor play equipment should be carried out by the site manager/caretaker and the inspections logged (e.g. using Weblog). There should be daily inspections of any loose fill surfaces, such as bark, to ensure there are no sharp items or animal faeces present. The play equipment should also be inspected by a competent person on an annual basis e.g. external playground specialist. If schools choose to carry out the annual inspection themselves (i.e. site manager/caretaker)they must ensure the individual is competent e.g. ROSPA trained or equivalent. For information contact Oldham Council's Play development Team on 0161 770 4067 who can offer expert support with regards to inspection of play equipment.</p> <p>Schools with swimming schools should refer to the safety guidance (below).</p>
<p><b>Resources</b></p>	<p><u>First Class Website:</u></p> <p>Schools-Outdoor Play Equipment          Schools-Physical Education          Schools Swimming Pool Safety</p>

## 25. EDUCATIONAL VISITS

<p><b>Educational Visits</b></p>	<p>The school should be familiar with and follow the guidance issued by the local authority on Offsite and Education Visits.</p> <p>Risk assessments should be carried out for all activities taking place outside the school premises, including short visits undertaken as part of a classroom activity. These assessments should be documented and reviewed for all activities. The Head teacher should oversee all visits proposed, assess the plans and sign off the visit as being suitable.</p> <p>Where relevant, pre-visits should be carried out to ensure the site is suitable for planned activities. All relevant certificates of competence/insurance must be checked by the school prior to activity visits.</p>
<p><b>Resources</b></p>	<p>The required level of supervision according to age group and pupil ability/behaviour expectations should be appropriate and in accordance with current guidelines and good practice.</p> <p>Any accompanying volunteers/parents and staff should be trained/briefed in the planned visit and behavioural expectations.</p> <p>A critical incident plan should be in place in the event of an emergency occurring and full contact details available at all levels including the organiser, school and where appropriate the local authority.</p> <p>The Evolve system should be used for recording details of educational visits.</p> <p>For further information or advice you should contact the Council's Outdoor Education Adviser David Faulconbridge (Tel: 0161-770-8595, e-mail <a href="mailto:david.faulconbridge@oldham.gov.uk">david.faulconbridge@oldham.gov.uk</a>)</p> <p><u>First Class Website:</u></p> <p>Guidance on Off-site and Education Visits</p>

## 26 SPECIAL EDUCATIONAL NEEDS

<b>Special Needs</b>	<p>A risk assessment/support plan is required for pupils with complex needs. The assessment needs to clearly identify the level of support required and any specialist training needs for staff.</p> <p>The assessment/support plan must be brought to the attention of relevant staff and reviewed on a regular basis to ensure it is still valid e.g. as a minimum every term, where there has been a significant change in the pupil, activity or environment, or following an accident/incident.</p> <p>Where necessary, the school should seek advice from the Oldham SEN Advisory Service (The Access Team, Mathew Prenton 0161 770 3153 ) for assistance with risk assessments, support plans, adaptations and equipment.</p> <p>The risk assessment may reveal expertise is required from an appropriately qualified person e.g. health professional, such as speech therapist, physiotherapist, health and safety adviser. Where necessary, the assessment should be undertaken with the relevant professional.</p> <p>All episodes of challenging behaviour should be recorded and investigated and appropriate actions taken by the school to prevent a recurrence. Where necessary, the school should involve relevant specialists, such as behavioural and education psychologists, attendance and behaviour advisers, and as part of a multi-disciplinary team, risk assessments completed and (if necessary) strategies introduced.</p> <p>Those members of staff identified as being at risk must receive training in what to do and how to diffuse potentially violent situations. The training required should be recorded in the risk assessment. Staff may require Team Teach training, where the level of aggression remains challenging.</p>
----------------------	--

## 27 WORK EXPERIENCE

<b>Work Experience</b>	<p>All companies/organisations where students undertake a placement (or visit) must be vetted for health and safety by a competent person. Any visits to vet a company for health and safety must be undertaken by a competent person.</p> <p>A risk assessment must be obtained relating to the tasks being undertaken by the placement in relation to the job description for all students. The outcome of the risk assessment must be communicated to both parents and students prior to commencement of the placement.</p>
------------------------	--

**Record of revisions and amendments**

<b>HEALTH AND SAFETY HANDBOOK</b>			
<b>Version</b>	<b>Date</b>	<b>Amended By</b>	<b>Comments</b>
1	December 2016		Created by Health and Safety Team
2			
3			
4			
5			
6			
7			
8			
9			
10			