# DEVON EDUCATION Health and Safety Manual 2004

**BR 107 Copyright @ Devon County Council 1995 Produced by the Education Department** 

This Manual contains policies and procedures approved by the Education Health, Safety and Welfare Committee, together with general guidance.

# "If you have difficulty in reading this manual, please phone the Health and Safety Helpline on 01392 382027, to discuss your needs.

Phil Norrey Director of Education, Arts and Libraries

County Hall Topsham Road Exeter Devon EX2 4QG

Your ref: My ref: Date: December 2004 Please ask for: Phone: 01392 382059 Fax: 01392 382203

e-mail:

**Dear Colleague** 

The safety and wellbeing of the communities we serve is an integral part of the "vision for learning in Devon".

Health and Safety in general and this new manual in particular sets out interpretation of regulations, guidance and good practice by which schools and colleges can best be informed on how to maintain and improve the safe and caring culture within Devon.

Successful Health and Safety is an essential part of good management practice and through partnership working between the LEA, schools and colleges I am confident that the standards we aspire to will be achieved.

I commend you to read this manual and use the helpdesk facilities which underpins the support provided by Devon Educations Health and Safety Team.

Yours faithfully

Pil Dorrey

Phil Norrey Director of Education, Arts and Libraries

# **USER GUIDE**

# **Devon Education Health and Safety Manual**

# Layout

The Manual is arranged alphabetically by topic, i.e Asbestos, COSHH, Manual Handling, etc, and then a subreference within that alphabetic sequence to assist in finding specific topics, e.g.

Asbestos	Asbestos	Asbestos
Exposure	Regulations	Removal

This will enable new information to be circulated and inserted in the Manual where it can easily be found.

The information in the manual will be updated annually.

# **CURRENT COPIES**

At the bottom right-hand corner of the sheet, following the DfES Circular referencing systems, is the EHS/G Number (Education Health and Safety: Guidance). The first number is the edition number, the second, its year of publication.

e.g  $1/95 = 1^{st}$  edition, appearing in 1995

 $2/96 = 2^{nd}$  edition, appearing in 1996

 $3/00 = 3^{rd}$  edition, appearing in 2000

Where a sheet has been partially revised, a vertical line in the margin will indicate the revisions. If there are no lines then a sheet has been totally rewritten.

Where there is more than one page on a sub-topic, a number suffix will be added, e.g

ACCIDENT Reporting Procedure / 1 ACCIDENT Reporting Procedure / 2

If you require further information or clarification please contact one of the H& S Officers on the Contacts List

# **SUGGESTIONS FORM**

111 1

# **SUGGESTIONS FORM**

updated on a regular basis. Should you have any amendments, suggestions or comments about the layout and content or suggested subjects for future inclusion, please provide details below or e-mail the DEHS Office: <u>karen.brain@devon.gov.uk.</u>	The Devon Education Health and Safety Manual will be revised and updated on a regular basis. Should you have any amendments, suggestion or comments about the layout and content or suggested subjects for future inclusion, please provide details below or e-mail the DEHS Office: <u>karen.brain@devon.gov.uk</u>		
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#### DEVON EDUCATION HEALTH AND SAFETY MANUAL

### **CHANGE OF HOLDER**



The Devon Education Health and Safety Manual will be revised and updated on a regular basis and new sheets sent for the attention of the named holder. Should that named holder change, for whatever reason, it is essential that notification is made using a copy of this form, this will ensure the Manual holder continues to receive updates.

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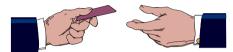
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#### DEVON EDUCATION HEALTH AND SAFETY MANUAL

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Exeter EX2 4OG

Devon Education Health and Safety Officers (DEHSSA) EHS/G 3/04

# **Devon Education Health and Safety Manual**

#### Index

This index is an alphabetical reference of the sheets contained in *The Devon Education Health and Safety* Manual and will be updated, from term to term, as more sheets are despatched. The number at the end (eq 2/95) indicates firstly the version of the topic is 2nd, and secondly the year that it was produced (is 1995). Subject areas not covered in the Manual are marked with an asterisk and a source is usually indicated, eq "Safety Glazing - letter July 1995" and its originator (DCC, DfEE, etc).

#### **DEVON COUNTY COUNCIL HEALTH AND** SAFETY POLICY (See Vol. 2)

#### ACCESS EQUIPMENT

Working Practices 2/95

#### **ACCIDENT**

- Investigation 1/99
- Recording Procedures 2/99
- Reporting Procedures 3/02
- Report Form BR 112
- Reporting Regulations 2/99

#### **ANNUAL REPORT**

Parents 3/04

#### <u>AR</u>T

- \*A Guide to Safe Practice in Art & Design (DfEE 1995)
- Safe Practice 2/04

#### **ASBESTOS**

- Policy & Procedures 1/04
- HSE Asbestos in Schools

#### **ASSET MANAGEMENT PLANS**

Health, Safety & Security 1/02

#### **ASTHMA**

Policy, BR106 April 1995 (see Vol 2)

#### <u>AUDIT</u>

- General 1 /02
- Science 4/02

#### **BOUNCING CASTLES**

Risk Assessment 1/01

#### **CARETAKERS & CLEANERS**

- Management Responsibilities 1/00
- Safe Working Practice, BR88 4/98 (see Vol 2)

#### **CONSTRUCTION & DESIGN MAINTENANCE** REGULATIONS

\*Letter, October 1995

#### **CONTRACTORS**

- Aide Memoire 1/95
- Control of 1/95 •
- Safety Rules for 2/04

#### COSHH

- Rat Poisons Safe use of 1/95
- Regulations 1/95
- School Guidance 1990
  - Simple Form 2/04

#### DIARY

Health and Safety Diary

#### **DISPLAY SCREEN EQUIPMENT**

- Curriculum use 2/04
- Eye Tests 2/04
- **Regulations 1/04**
- Regulations/Education Establishments 2/04
- Form PD61 Questionnaire for users

#### DOGS

Safety Issues 1/99

#### DRAMA

- H & S Guidelines 1/02
- \*BR110 (separate document see Guidance Documents)

#### **DRIVING AT WORK**

Risk assessment 2/04

#### **ELECTRICAL SAFETY**

- Regulations 1/02
- PAT Testing (see Maintenance)

#### **EMERGENCY PLANNING**

- Bombs & Packages 1/02
- **Emergency Rest Centres 3/04**
- Off-site Emergencies 2/04
- **On-site Emergencies 2/04**
- Sample Procedures 1/02

#### **ENVIRONMENTAL AREAS**

See 'Ponds'

#### **ENVIRONMENTAL HEALTH**

Pets-Prevention

#### **FILTERED WATER SYSTEMS**

Management 1/99

#### FIRE

- \*Guidance in Fire Precautions Guide & Log Regulations 1/95 (separate document - see Guidance Documents)
- Evacuation of Persons with Disabilities 1/00
- Fire Fighting Equipment 1/97 • 1
- Regulations 2/04 •
- Regulations (Risk Assessment) 2/00 •
- Risk Assessment 1/99 + Form •
- Risk Assessment Dummy Form 1/02 •
- Safety Signs 1/99 (see Safety Signs and Signals)

#### **FIRST AID**

- Box Contents 2/03
- Policy, BR102 (see Vol 2) •
- Procedure 1/95
- Regulations 2/02
- **Treatment Record**

#### FOOD SAFETY

- \*Safety in Technology, Food & Textiles (NATHE) (separate document - see Guidance Documents)
- see also Packed Lunches Guidance 1/99
- Regulations 2/04

#### FURNITURE/FURNISHINGS

Fire Regulations 2/04

#### GAS

- Leak LPG 2/04
- Leak Mains 2/04

#### <u>GLAZ</u>ING

- Requirements 1/01
- Requirements Plan 1/01

#### **GUIDANCE DOCUMENTS**

County Recommended Texts 4/04

#### **HAZARD ALERTS**

\*Distributed with Safety Extra and separately for more urgent items

#### **HEALTH, SAFETY & WELFARE DEPARTMENTAL COMMITTEE**

\*Termly staffside/management forum

#### HEALTH

Asthma Policy, BR106 (see Vol 2)

#### **HELICOPTERS**

Landing 1/01

#### HOMEWORKING

- Risk Assessment 1/01
- Form PD10 1/01 (Health & Safety Questionnaire and checklist)

#### **INSECT REPELLANTS**

Safe Use 1/99

#### INSPECTION

Checklist for Safety Representatives 2/02

#### **INSURANCE**

Covered items 2/04

#### **JOB DESCRIPTIONS**

H&S Workers 1/99

#### LEGIONELLA

The Management of Risk from Legionella Bacteria 1/04

LADDERS - See access equipment

#### LONEWORKING

Risk Assessment 1/97

#### MAINTENANCE

- Equipment Inspections 5/04
- Log Form 1/97
- Portable Electrical Equipment 4/99
- Wall Planner 2/95

#### MANAGEMENT

- Regulations 1/00
- Status Review 1/04
- Also in DCC H&S Manual

#### MANUAL HANDLING

- Regulations 1/04 + Assessment Form
- Also in DCC H&S Manual

#### **MEDICAL TREATMENT**

Consent 1/96

#### **MEDICINES**

\*Administration of Medicines in Schools, BR3 (see Vol 2)

#### **MINI BUSES**

Regulations 1/04

#### MUSIC

- Curriculum Advice 1/95
- \*Safety Guidelines, BR109 Feb 1995 (separate document - see Guidance Documents)

#### **NEEDLESTICK INJURIES**

Hypodermic Needles 2/04

#### NOISE

Regulations 1/95

#### OUTDOOR EDUCATION/ACTIVITIES – see <u>"Visits and Off-site Activities"</u>, May 99 DCS (new 2003)

(separate document – see Guidance Documents)

- Paintballing 1/00
- Safe Practice 2/00

## PACKED LUNCHES

Guidelines 1/00

#### PERSONAL PROTECTIVE EQUIPMENT

- Regulations 1/00
- Also in DCC H&S Manual

#### PERSONAL SAFETY

Allegations Against Staff 1/00

#### **PHYSICAL EDUCATION**

- \*Safe Practice in PE (BAALPE 2004)
- Safe Practice 2/03

#### PLANTS

Poisonous 2/03

#### PLAYGROUND EQUIPMENT

Acquisition & Installation 2/00

#### POLICY (see Vol 2)

- Health and Safety 3/04
- Corporate 1/03
- Directorate 1/02
- Model School
  - Version 1
    - Version 2
- Sample for Small Schools 1/02
- Freestanding Establishments
  - PDC
  - Divisional Office
  - Lifelong Learning Units

#### PONDS/ENVIRONMENTAL AREAS

Developing/Using 2/03

#### PREGNANCY

Risk Assessment + Form PD74 4/02

#### PREMISES

Regulations 2/04

#### PUPIL BEHAVIOUR

\*Letter July 1995

#### **RISK ASSESSMENT**

- Procedure 2/04
- Form for Recording 1/95
- Record Production 2/04

#### **ROAD SAFETY**

• Policy 1/98 (see Vol 2)

#### **ROOF WORK**

Working Practice 2/95

### SAFETY COMMITTEES

- Regulations 2/03
- Sample Constitution 1/02

### SAFETY REPRESENTATIVE

Regulations 2/03

#### **SAFETY SIGNS & SIGNALS**

• Regulations 1/98

#### **SCIENCE**

- \*Safety in Science Education, DfEE 1996
- \*CLEAPSS Risk Assessments in Science
- Safe Practice 2/04

#### SECURITY (see vol.3)

- Brief 1/00
- Control of Access 1/96
- Holiday Checklist 2/01
- Incident Log 1/98 (see volume 3)
- Procedures 1/98
- Risk Assessment Survey (see volume 3)
  - Troublemakers 1/99
- Sample School Policy 1/98 (see Vol 3)
- Visitors Signing in/out sheet 1/96

#### SEVERE WEATHER

Precautions 1/99

#### **SPORT**

• \*Safe Practice in PE (BAALPE, 1999)

#### **STAFF CONSULTATION**

Requirements 1/99

#### **STRESS**

Risk Assessment 1/02

#### **SWIMMING**

\*Safe Practice in Swimming Activities, DCC

#### **TECHNOLOGY**

- Dust Extraction Systems 1/98
- Food Safety Practices 1/96
- Working & Tools Safe Practice 2/02
- Policy Statement, Nov 2001 (see volume 2)

#### **TELEPHONES**

- Mobile Base Stations 2/01
- Mobile Use 2/03

#### **TEMPERATURE**

See Workplace' Temperature

#### TRAINING

- Induction 1/96
- Records 1/96
- Staff Training History 1/99

#### WASTE DISPOSAL

- Computers 1/03
- Controlled 1/96

#### WATER

Supply 2/04

#### WORK EQUIPMENT (PROVISION AND USE)

- Regulations 2/00
- Also in DCC H&S Manual

#### WORK EXPERIENCE

- Employers Liability 2/04 (see insurance)
- H & S Induction on Work Placement 2/01
- National Guidance 1/00
- Guidelines 2/04
- Placements 1/95
- Placement approval 1/02

#### WORKING TIME

• Regulations 1998 1/99

#### WORKPLACE

- Lavatory Provision 1/99
- Regulations 1/95
- Also in DCC H&S Manual
- Temperatures 1/99

#### WORKSHOP SAFETY

 \*Management of H&S in Secondary School Technology Workshops, DCC

# **SAFE USE OF ACCESS EQUIPMENT**

Many work injuries result from equipment failures and falls involving access equipment, often caused by its incorrect selection, erection, use or maintenance. Access equipment is frequently used for short duration and emergency work without full consideration being given to a safe method of work.

Each task should be assessed, and a suitable means of access chosen based upon an evaluation of the work to be done, the duration of the task, the working environment (and its constraints), and the capability of the person or people carrying out the task. There are specific HSE guidance notes on safety in window cleaning (see references).

This guidance has been compiled following a number of accidents in education establishments which have occurred when using access equipment.

All ladders should meet the required British or European standards - BS 1129 : 1900 applied to wooden ladders - BS 2037 : 1994 applies to metal ladders - BS EN/131 applies to both.

Careful consideration should be given to the supervision and secure storage of access equipment as pupils may be tempted to use it as play equipment. Contractors using access equipment on site should also be reminded of this danger.

# PORTABLE LADDERS

Before undertaking any work using portable ladders, ensure:-

- the user has the physical ability, training and experience to use the equipment safely
- the ladder is in good condition and fitted with non-slip feet
- the ladder is of sufficient length for the task to be undertaken
- the ladder extends at least 3' 6" (1.05m) above the landing place or highest rung to be used
- the strength, surface condition and type of structure involved can support a ladder
- the ladder is secured to prevent outward or sideways slippage
- if it is impracticable to secure the ladder at the top or foot, a second person is stationed at the foot to prevent it slipping. This method should only be used if no more than 15ft (5m) height access is required
- the foot of the ladder is on a firm and level surface free from loose material
- the ladder is not placed on other equipment to gain height
- any attachment(s) used to level the feet on sloping surfaces are firmly fixed
- the ladder inclination conforms to the rule of "one in four" (one unit horizontally at the foot for every four vertically) approximately a 75 degree angle
- that metal ladders, ladders with metal stile reinforcements or wet ladders, are not used if an electrical hazard is present. Ladders should not be used in close proximity to power lines
- footwear is suitable and free from mud or grease. Wear flat shoes with good grip and dry soles, in good condition and securely fastened

- tools are carried in a belt or holster when climbing, allowing the ladder stiles (outside uprights) to be gripped. Other materials or tools should be raised or lowered by rope
- all users are instructed to keep their body facing the ladder at all times, with their weight centre between the stiles
- users do not reach too far forwards or sideways, or stand with only one foot on the ladder
- all doors near the ladder are locked, blocked or guarded
- ladders should not be used in strong winds.

# STEP LADDERS

Before undertaking any work using steps ladders, ensure:-

- all users are instructed to keep their weight over the centre of the ladder and not to hang objects off the side of the ladder, eg buckets
- chains, ropes or other attachments are firmly in place to prevent overspreading
- parts are fully extended. The ladder is correctly locked in the open position
- stepladder is level on a firm base for stability
- no work is carried out from the top step unless there are purpose built handholds or guard rails
- overreaching is avoided by relocating the stepladder
- the stepladder is free from structural defects and regularly inspected
- the stepladder is not painted except for identification marking, this allows structural defects to be more readily seen
- no more than one person uses the stepladder at any one time.

## **TRESTLES**

Before undertaking any work using trestles, ensure:-

- the trestles are of adequate construction for their intended use and can sustain the planned load
- they should only be used for short duration work
- the trestles are to be used as board supports
- the trestles are able to be locked into place
- the trestles are free from defects and regularly inspected
- the trestles are level on a firm base for stability
- platforms based on trestles are fully boarded, adequately supported and provided with edge protection where appropriate
- a safe means of access to the trestle platform is provided, usually by a stepladder.

# SCAFFOLD TOWERS

For those used in Drama halls also see "Health and Safety Guidelines for Drama Curriculum - BR100"

Before undertaking any work using scaffold towers, ensure:-

- the tower has been assembled by competent and trained personnel, in accordance with the manufacturer's or supplier's recommendations
- the tower is positioned on a firm level base, with wheel castors locked if present
- the equipment is in good condition, free from defects (including bent or twisted sections), properly maintained and regularly inspected
- the structure is braced in all planes, to distribute loads correctly and prevent twisting and collapse
- the ratio of minimum base dimension to height of the working platform does not exceed 1:3 in external use and 1:3.5 in internal use, unless the tower is secured to a permanent structure at all times or outrigger struts are attached
- free-standing towers are not used above 9.75m (30ft) unless tied to a fixed structure. Maximum height even when tied should not exceed 12m (40ft)
- a safe means of access is provided on narrowest side of the tower. This can be achieved by a vertical ladder attached internally, internal stairways or ladder sections designed to form part of the frame members. Never climb frame members not designed for this purpose
- trapdoors are provided in platforms with internal access, these must be closed before work on the platform commences
- platforms are properly supported and fully boarded
- guard-rails, toeboards and other appropriate methods are provided to prevent fall of either workers and/or materials
- that mobile scaffolds are never moved while people are on the platform
- that ladders or stepladders are NOT placed on the platform to gain additional height.

# **OTHER ACCESS EQUIPMENT**

There are other forms of access equipment not normally used in educational establishments, other than by outside contractors. These include:-

- General Access Scaffolds
- Suspended Cradles and Chairs
- Mast-elevated Work Platforms
- Power-operated Work Platforms

Guidance should be sought if this equipment is to be used by school staff.

# **REFERENCES**

DCC Education Department - Health and Safety at Work - Safe Practice Notes - Caretaking and Cleaning - BR88

HSE Information Sheet - Construction Site Health and Safety Checklist - Construction Sheet No 17

HSE Information Sheet - Short Duration Work on Pitched Roofs: Protection Against Falls - Construction Sheet No 20

HSE Information Sheet - Work on Flat Roofs: Protection Against Falls - Construction Sheet No 21

HSE Information Sheet - Work on Fragile Roofs: Protection Against Falls - Construction Sheet No 22

HSE Information Sheet – MISC 611 – "Safety in window cleaning using suspended and powered access equipment". 9/03

HSE Information Sheet MISC 612 - "Safety in window cleaning using rope access techniques" 9/03

HSE Information Sheet MISC 613 - "Safety in window cleaning using portable ladders". 9/03

# **ACCIDENT INVESTIGATION**

#### What you need to consider when a serious or major accident or incident has occurred

#### 4 Why are we investigating?

The difference between a minor injury and a serious one is sometimes only a matter of chance.

The purpose of an investigation is to establish all the facts relating to the incident, to draw conclusions from the facts and make recommendations to prevent a reoccurrence.

Establish CAUSE rather than BLAME

The aim then is to try to establish the precise cause so that it does not happen again. Often the accident is caused by several contributing causes, some of which may be remote. Therefore look at objects, procedures and people, following the chain of events leading up to the accident. Senior managers should ensure that appropriate arrangements are in place to look into all accidents and take action to prevent recurrence.

#### 4 Accident Investigation – Guidance Notes

The amount of time and effort that goes into investigating an accident should not necessarily depend on the severity of injuries received but on **the potential consequences of a recurrence**.

In specialist activities such as Technology, PE and Science it may be more appropriate for the Head of Department or subject co-ordinator to carry out the investigation. It should also be remembered that accident investigation is one of the functions of a Safety Representative and combined investigations will save time and effort.

The investigation should take place as soon as possible after the accident. If this is not the case there is a danger that the site will be disturbed and important evidence lost. In the case of serious accidents an LEA representative and/or Health and Safety Executive Inspector may wish to carry out their own onsite investigation. It is therefore important that, where possible, the site remains undisturbed until their investigations are complete or permission is received to do so.

To avoid missing important information and to provide a structure to the investigation it may be useful to bear in mind six key words:

WHO	WHERE	WHEN
WHAT	HOW	WHY

The LEA's Accident Reporting Procedure is based on this structure and in the main covers the information that needs to be gathered. In carrying out the investigation and completing the accident report form the following points should be borne in mind.

- 1. Witnesses may be reticent therefore it is important to explain that the investigation is to collect facts to avoid a recurrence and not a 'witch hunt'.
- 2. Avoid leading questions
- 3. Keep an open mind, do not jump to conclusions
- 4. Be careful to establish what the witness actually saw as opposed to what they might have inferred subsequently from the outcome of the accident.
- 5. What was the injured person doing and why?
- 6. Were there any relevant environmental factors (eg weather, level of lighting, slippery surfaces etc?).
- 7. Was the injured person suitably trained/experienced to carry out the activity which resulted in the injury?
- 8. Had the injured person been instructed to carry out the activity? If so, by whom?
- 9. Were appropriate protective measures available? (eg Protective clothing/equipment, procedures, instructions, signs). Were they used? If not, why not?
- 10. Interview all witnesses and, if conflicting evidence is given, report all accounts of the accident.
- 11. There may be more than one cause for the accident; report them all, not just the most likely one.
- 12. Inspect the site for clues to the cause of the accident and to confirm witnesses statements.
- 13. In most cases the completed accident report form will suffice as a record of the accident, but if you wish to make further general comments submit these separately. If you consider a more formal report is necessary a suggested outline is listed at 3 below.
- 14. A clear photograph or video taken before the accident site is disturbed can be most useful.

## 4 **Report**

In preparing a report you should:

- 1. give a title to say what it is about
- 2. number the pages
- 3. list the contents, but only if it is long enough to warrant this
- 4. consider a summary to help Senior Managers get a quick view of the accident
- 5. include an introduction to give background to the report
- 6. include findings, record the information gathered during the investigation
- 7. state conclusions, drawn up from the findings
- 8. make recommendations
- 9. include appendices sketches, photos and supporting information, and
- 10. sign and date it.

## References

See ACCIDENT – Reporting of Accidents for Directorate Purposes and ACCIDENT – Reporting Procedure – Woolfe Report See EMERGENCY PLANNING (Index) See JOB DESCRIPTIONS – HEALTH AND SAFETY WORKERS

## Contacts

DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual)

# ACCIDENT REPORTING PROCEDURES

The Devon County Council Corporate Accident Reporting procedures are currently under review.

As soon as the procedures, together with guidance for using the system is available, guidance sheets will be produced for this manual.

**Contacts:** 

DEHSSA (see Contacts List at the front of this manual)

# WHAT IS RIDDOR?

The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 came into force on 1 April 1996. These require injuries, diseases and occurrences in specified categories to be notified to the relevant enforcing authority. **FAILURE TO COMPLY IS A CRIMINAL OFFENCE**.

The following **<u>must</u>** be notified by a telephone call to DEHSSA on 01392 382027:

- any **fatal injuries** to employees or any other people in an accident connected with the workplace of work activities on or off-site (including as a result of physical violence);
- any **major injuries** to employees or any other people in an accident connected with the workplace or work activities (see below) on or off-site;
- any of the **dangerous occurrences** listed in the Regulations (see below);
- any other accident to an employee (including physical violence) which results in their absence from work, or being unable to do their normal work for more than three days (excluding the day of the accident but including days which would not normally be working days);
- any of the cases of **reportable work related diseases** listed in the Regulations (see below).

## **Major Injuries**

- any fracture other than to fingers, thumbs or toes;
- any amputation;
- dislocation of the shoulder, hip, knee or spine;
- loss of sight;
- a chemical or hot metal burn to an eye (whether temporary or permanent) or any penetrating injury to the eye;
- injury requiring medical treatment or loss of consciousness due to electric shock;
- unconsciousness caused by asphyxia or exposure to harmful substance or biological agent;
- acute illness requiring medical treatment or loss of consciousness arising from absorption of any substance by inhalation, ingestion or through the skin;
- acute illness requiring medical treatment where there is reason to believe that this resulted from exposure to a biological agent or its toxins or infected material;
- any other injury requiring the admittance to hospital for more than 24 hours.

## **Dangerous Occurrences**

The most likely dangerous occurrences to happen in the educational environment are:

- electrical short circuit or overload causing fire or explosion;
- any explosion or fire resulting in suspension of normal work for more than 24 hours;
- an uncontrolled or accidental release or escape of any pathogen or substance from any apparatus or equipment;
- the explosion, collapse or bursting of any closed vessel;
- the collapse or partial collapse of any scaffold over five metres high.

Dangerous occurrences (as summarised by HSE):

- collapse, overturning or failure of load-bearing parts of lifts and lifting equipment;
- explosion, collapse or bursting of any closed vessel or associated pipework;
- failure of any freight container in any of its load-bearing parts;
- plant or equipment coming into contact with overhead power lines;
- electrical short circuit or overload causing fire or explosion;
- any unintentional explosion, misfire, failure of demolition to cause the intended collapse, projection of material beyond a site boundary, injury caused by an explosion;
- accidental release of a biological agent likely to cause severe human illness;
- failure of industrial radiography or irradiation equipment to de-energies or return to its safe position after the intended exposure period;
- malfunction of breathing apparatus while in use or during testing immediately before use;
- failure or endangering of diving equipment, the trapping of a diver, an explosion near a diver, or an uncontrolled ascent;
- collapse or partial collapse of a scaffold over five metres high, or erected near water where there could be a risk of drowning after a fall;
- unintended collision of a train with any vehicle.

# **Reportable Diseases**

These must be reported if a doctor informs you that an **employee** suffers from a work related disease.

Reportable diseases include:

- certain poisonings;
- some skin diseases such as occupational dermatitis, skin cancer, chrome ulcer, oil folliculitis/acne;
- lung diseases including occupational asthma, farmer's lung, pneumoconiosis, asbestosis, mesothelioma;
- infections such as leptospirosis; hepatitis; tuberculosis; anthrax; legionellosis and tetanus;
- other conditions such as occupational cancer, certain Musculoskeletal disorders, decompression illness and hand-arm vibration syndrome.

# References

See other ACCIDENT References in the Devon Education Health and Safety Manual.

# Contacts

DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual)

# ANNUAL REPORT TO PARENTS

Annual Reports to Parents should contain a Health and Safety section, particularly relating to **pupils'** Health and Safety and including:

### 1 Progress of Risk Assessment process

- eg a
- a Coverage so far
  - b <u>Significant</u> hazards identified (eg security)
  - c Action taken to rectify

### 4 **Training undertaken by staff**

eg First Aid Specific Curriculum Areas

#### **3** Pupil initiatives

eg Road Safety, Health, PSM etc

#### 4 Significant Incidents

Include hazardous situations, even if no injury resulted Action taken Accident statistics

- 5 Reference to any 'external' reports from advisers, OFSTED, HSE, School Audit by DEHSSA
- 6 Update of new policies received from LEA and/or produced within the school
- 7 Premises improvements undertaken for Health and Safety reasons
- 4 Security eg a summary of the school's security policy, arrangement for reviewing security changes made to improve security and details of incidents as logged on the form attached to the model security policy (see Vol 2)

More detail of individual matters will be recorded in relevant Governors' Committee minutes.

Only number 8 above is a legal requirement, but best practice should ensure all of the above are considered for inclusion within the Report.

## REF DfES Regulation 1999/S1 1999/2157

# <u>ART ACTIVITIES</u> SAFETY GUIDELINES

As the DfES found, there are few readily accessible up-to-date publications for teachers dealing with this area, so in 1995 they put together <u>A Guide to Safe Practice in Art and</u> <u>Design</u> (HMSO £5.25). After consideration, Devon's Art Adviser has decided to adopt this publication as the Code of Practice to be used by Devon schools, with the following additional notes:

Care is needed with the differentiation between hazard and risk in Risk Assessment of Art activities – the publication seems to confuse these somewhat. **REMEMBER** a hazard is something with the potential to cause harm, eg a craft knife, a

**REMEMBER** a hazard is something with the potential to cause harm, eg a craft knife, a trailing wire, and a risk is the likelihood of that potential being realised.

Care is needed with guidance given on pottery and associated activities (see other references below).

## References

The Operation of Ceramic Kilns Ceramic Industry Advisory Committee (HSE) ISBN 0 71760630 9

HSE COSHH and the Production of Pottery: Approved Code of Practice (COP41) ISBN 0 11 885530 1

Institute of Materials (formerly the Institute of Ceramics) Health and Safety in Ceramics: *A Guide for Educational Workshops and Studios* (1991) ISBN 0 90 109242 8

#### www.nsead.co.uk

#### Contacts

DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual) County Arts Adviser (Curriculum Issues)

# POLICY AND PROCEDURE FOR MONITORING ASBESTOS AND DEALING WITH AN EXPOSURE INCIDENT

Because of changing duties under Legislation, Devon County Council has produced revised documentation through Nigel Coleman, an officer who has taken on the task of bringing Devon into compliance with the new requirements. New guidance, procedures and forms have been sent out to schools and all Devon County Council establishments. The HSE has also produced information for education establishments which will accompany Devon's guidance.

## Contacts

DEHSSA (see 'Contact List' in the Devon Education Health and Safety Manual

Nigel Coleman : Telephone 01392 383539

# ASBESTOS MANAGEMENT

The following documents contain IMPORTANT NEW GUIDANCE AND PROCEDURES ON NEW LEGAL REQUIREMENTS TO MANAGE ASBESTOS WHICH COME INTO BEING ON **21 MAY 2004**.

The first is a revised Devon County Council philosophy and strategy for dealing with Asbestos written by Nigel Coleman, Devon's Asbestos and Legionella Manager.

The procedures and forms and his contact information need to be publicised to all staff and Governors. Copies of the information need to go to Heads/Bursars/Site Managers/Caretakers and anyone else who may carryout or commission work to the fabric of the building – this may include Heads of Department, Technicians, Handypersons, etc.

#### IT IS VITAL THAT ALL STAFF APPRECIATE THE NEED TO CHECK FOR THE PRESENCE OF ASBESTOS BEFORE DOING ANY WORK AND HOW TO GO ABOUT THIS. Completion of FORM ASB 1 will assist with this – IT IS A MANDATORY FORM FOR COMPLETION PRIOR TO CONDUCTING ANY BUILDING WORK OR ACTIVITY THAT WILL DISTURB THE FABRIC OF A BUILDING.

There is also a flowchart to assist with action in the event of an unplanned release of asbestos fires and the form to be completed ASB 5.

#### REMOVAL OF ASBESTOS

If asbestos is removed/encapsulated, etc, there is also form ASB3 to be completed and sent to the Property Practice to enable them to keep the Asbestos Register up-to-date.

#### REFERENCES

- Premises Management Folder for each establishment
- Website information from Devon Property Practice, DEHSSA, Capital Strategy

## CONTACTS

 Nigel Coleman Asbestos and Legionella Management Room G91/95, County Hall Topsham Road, Exeter EX2 4QG e-mail: Nigel.coleman@devon.gov.uk

Telephone: 01392 383538

• DEHSSA (see Contacts List in the Devon Education Health and Safety Manual)

# The Control of Asbestos at Work Regulation 2002.

#### Important note and update on the introduction of Regulation 4 CAWR , May 21<sup>st</sup> 2004

Further to the introduction of CAWR 2002, the requirements of regulation 4 was deferred until May 21<sup>st</sup> 2004 to provide time for both preparation and consultation regarding its introduction. I would like to take this opportunity to outline Devon County Council's philosophy and strategy on achieving compliance with this new duty to manage.

The new duty will require those organisations with legal responsibilities for maintenance activities to manage the risk from asbestos in their buildings. Asbestos is a highly hazardous naturally occurring mineral widely used in building construction. If asbestos fibres are inhaled they are likely to give rise to respiratory disease which can lead to a fatal condition. Consequently there is considerable legislation and guidance aimed to eliminate, as far as possible, airborne asbestos to prevent inhalation. If any alterations or construction works are planned within a building the risk of asbestos contamination should be considered. The presence of any asbestos within the building must be known and that information passed to the persons carrying out the work. Damage to asbestos can affect the person carrying out the work as well as the building occupants. It is important to maintain effective management of any asbestos present.

#### Your Duty to Manage

The responsibility for fulfilling the new requirements will rest with whoever is in control of premises. This effectively makes Premise Managers, Head Teachers and Governors responsible as Duty Holders under Reg.4. The key requirements of the new regulations are:

• To ensure an assessment has been carried out to identify whether asbestos is present in the property and what condition it is in. If there is any doubt as to whether material contains asbestos, it must be presumed that it does, until further information is available.

• To record the results of the assessment. This information must then be provided to anybody who is liable to work on, or disturb the material.

• Once the risk associated with the materials has been assessed, a written plan must then be devised detailing how that risk is to be managed. This may be to do nothing or to fully remove, depending on the nature of risk.

• To implement the plan and ensure it is reviewed as necessary to keep it up to date.

In response to the requirements of CAWR, Devon Property (on behalf of the Devon County Council) is undertaking a full asbestos resurvey to the latest standards. The survey findings will be downloaded into a new corporate database and will form an updated Asbestos Register for all DCC controlled premises. This process will take until 2005 to complete and will be made available to all premises as soon as possible. In addition to providing the County Council with an updated Asbestos register, I am currently preparing the new DCC corporate Asbestos Policy and Guidance – this should be published by the end of this summer. Later in 2004 and in partnership with my colleagues in the Education, Arts and Libraries H&S Team, I propose to develop and present a series of Asbestos Awareness training days for Head Teachers and Premise Managers

Until we are in a position to provide the whole of Devon County Council owned or occupied premises with a revised asbestos register, effective policy and training, there is a need to reinforce and where appropriate, supersede existing procedures to demonstrate an interim compliance with this legislation.

# Please implement the following interim procedures with immediate effect

1. Prevent all work that will disturb the fabric of the building or equipment until the presence or absence of Asbestos containing materials (ACMs) has been established.

To assist please use attached;

Form ASB 1 is a simple risk assessment which captures those elements of normal risk analysis, which are specific to asbestos, and develops to form a clear and precise record.

This form must be used for every activity (as noted by the HSE – even putting up shelves) that may affect the building fabric and/or any asbestos containing material. It is important that the form is retained so that you can demonstrate this method of management. The form is not onerous to complete and quickly records situations where no asbestos is present. Reference is made to the premise asbestos register, and you should familiarise yourself with your current version. Where you are using the services of a property professional, they should complete the form in conjunction with yourself.

2. Please locate your current Asbestos Register and ensure that it is made available to anyone who is likely to disturb the fabric of the building. Confirm what you already know about the Asbestos containing materials on your premises, and review how you are currently managing them.

#### Dutyholder (or appointed Responsible Person)

• Check that your current arrangements for the management of asbestos within your premises are effective and are being applied properly;

• Adopt a precautionary approach to maintenance work. Until a proper assessment has been carried out of your premises you must assume that all materials being worked on are asbestos.

• Carry out an initial inspection of the premises to look for serious damage and disturbance of material and take effective remedial action as necessary.

•

For assistance and guidance please call or e:mail: igel.coleman@devon.gov.uk

Or 01392 383538

#### To assist please use attached;

**Form ASB 3** provides an update to the corporate database team and should be completed following any work to asbestos materials. On receipt of the form ASB 3, the database team will update the corporate database and provide you with an updated copy to ensure you and those working at your premise have the latest and most current asbestos information.

3. In the event of an unplanned release of asbestos fibres, no matter how small the incident, immediately withdraw all persons from the area.

#### To assist please use attached;

**Guidance ASB 4** please refer to this flowchart in the event of an unplanned release of asbestos, the speed of our reaction is vital in limiting contamination to a minimum. The assessment and recovery works following an emergency event involve recording details of those potentially exposed on a long term register, notification to HSE and typically costs in the region of £3k to £5k, even following the fitting/dismantling of simple shelving ! .

4. Following an asbestos release incident it is important to ensure that any levels of contamination have been identified and appropriate actions taken.

To assist please use attached;

Asbestos Incident Form ASB5 is to be completed following consultation with the asbestos manager where an incident no. will be given and records event details following a release of asbestos fibres. The information will include detail of works carried out by consultants, analysts or contractors and is required to assess the level of potential fibre contamination or exposure and record the actions taken to allow, re-occupation of affected areas and compliance with statutory duties.

For assistance with any aspect of Asbestos Management – please call

Nigel Coleman 01392 – 383538

E:mail - nigel.coleman@devon.gov.uk

Room G91/95 County Hall Devon County Council County Hall Topsham Road Exeter Devon EX2 4QQ

# **ASBESTOS INTERIM BRIEFING APRIL 2004 – RECEIPT RETURN**

## PLEASE COMPLETE THE FOLLOWING:

PREMISE MANAGED	
NAME	
POSITION	
DIRECTORATE	
BIS NUMBER	
ADDRESS	

	KEY ACTIONS	YES / NO
1.	ASBESTOS REGISTER LOCATED	
2.	INTERIM GUIDANCE IMPLEMENTED	
3.	GUIDANCE CONVEYED TO SITE STAFF	
4.	FURTHER ASSISTANCE REQUIRED	
5.	YOUR CONTACT TELEPHONE NO.	
6.	SIGNED:	DATE:

# PLEASE COMPLETE AND RETURN WITHIN 14 DAYS

**Return to:** 

Nigel Coleman Asbestos & Legionella Management Room G91/95 County Hall Topsham Road Exeter Devon EX2 4QQ

# Devon County Council Health & Safety Guidance Note ASB4

# This document provides a simple guideline for actions following damage to asbestos containing materials.

The following has been developed to assist managers of premises where a likely escape of asbestos fibres has occurred, it is essential that the following guidelines are followed to minimise the associated risks to those who may be potentially affected. The Health and Safety Executive clearly state that where a material cannot be fully excluded from containing asbestos, then it must be assumed that it does contain asbestos and treated accordingly.

**SO WHAT IS ASBESTOS?** – Asbestos is a rock mineral which was commercially used in the U.K for over 100 years, ending only in 1999.

There are 3 main types, commonly known as White, Blue and Brown; however they can only be fully identified through laboratory analysis.

**WHERE WILL WE FIND ASBESTOS?** – For products manufactured whilst Asbestos was available. Then the following may contain asbestos.

- Man made roofing slates, rainwater goods and profiled roof sheeting.
- Roofing felts, building papers, cavity closures and packing pieces.
- Wall Board Ceiling tiles and textured ceiling finishes (Artex)
- Bakelite products such as electrical fittings.
- Laggings to pipes and calorifiers.
- Toilet cisterns and seats.
- Vinyl floor tiles and stair nosings, and .....

Effectively we could find asbestos in all types of products and forms of construction, As a versatile material its uses were virtually limitless.

# <u>Asbestos is only a risk when it is disturbed or damaged and</u> <u>airborne fibres are released.</u>

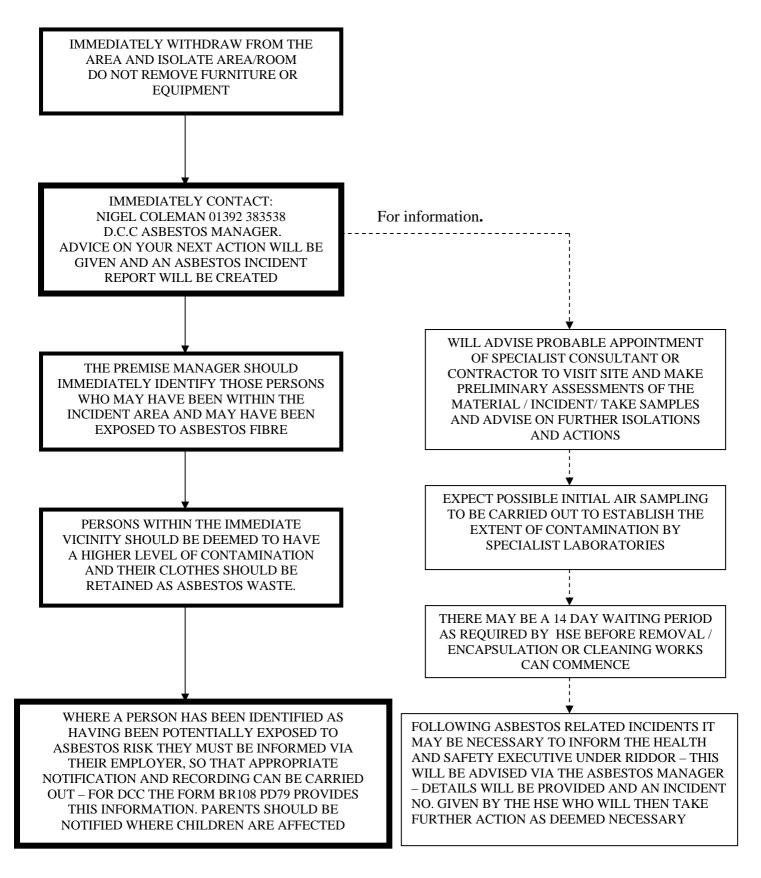
Left in place and prevented from being damaged is a considerably smaller risk than any disturbance during removal.

**WHO CAN WORK WITH ASBESTOS?** – Generally any work to asbestos should be conducted by HSE licensed Contractors. They use very specialised equipment and undergo medical monitoring due to their constant association. Some small works can be undertaken by others, however, specific and often onerous procedures must be followed.

WHY IS ASBESTOS DANGEROUS? – Asbestos fibres are small, 10,000 will occupy the diameter of a human hair. Because of their size they are difficult for the body to eject once breathed in, additionally, they commonly have barbed formations which readily attach themselves to our lung linings. If we are exposed to asbestos fibres we start to accumulate a Fibre burden. If for the individual it becomes excessive it may trigger cancers and respiratory disease. Because we cannot measure an individual fibre burden we must assume that 1 fibre could be fatal and wherever possible eliminate the potential for anyone to be exposed to any fibre release.

# Devon County Council Health & Safety Guidance Note ASB4

# IN THE EVENT OF AN UNPLANNED RELEASE OF ASBESTOS FIBRES.



# ASBESTOS CONTROL AND MANAGEMENT FORM ASB1

THIS FORM IS A DEVON COUNTY COUNCIL MANADATORY DOCUMENT FOR COMPLETION PRIOR TO CONDUCTING ANY BUILDING WORK OR ACTIVITY THAT WILL DISTURB THE FABRIC OF A BUILDING

THE PREMISE MANAGER MUST ENSURE THET THIS FORM IS COMPLETED WHENEVER ANY ACTIVITY IS BEING CONSIDERED WHICH MAY AFFECT ANY ASBESTOS CONTAINING MATERIAL OR PRODUCT – AND IN PARTICULAR ANY BUILDING WORKS. IT IS INTENDED TO SUPPORT YOUR ACTIVITY AS DUTYHOLDER FOR THE BUILDING. IT MAY BE DEVELOPED BY AN OTHER ON YOUR BEHALF BUT MUST BE SIGNED AS ACKNOWLEDGED BY THE DUTY HOLDER OR APPOINTED PERSON BEFORE WORK PROCEEDS

#### TO THE PERSON OR CONTRACTOR CARRYING OUT THE WORKS: THIS FORM CONSTITUTES A PERMIT TO WORK AND YOU MUST NOT COMMENCE ANY BUILDING WORKS UNTIL ALL RELEVANT SECTIONS HAVE BEEN COMPLETED AND ACKNOWLEDGED BY DEVON COUNTY COUNCIL DUTY HOLDER OR APPOINTED PERSON

			AP	POINTED PERS	<u>UN</u>		
BUILDING NO.	BIS			DUTY HOLDER	OR APPOIN	TED PERSON (Print Name)	
	DFES						
	OTHER	R		COMPANY/DEP	Г.		
SITE ADDRESS							
ROOM NO.S / A	REAS TO	) BE AFFE	CTED				
DESCRIPTION		DVG / SVE	TCH PLAN etc.				
DESCRIPTION	OF WU	KNS/ SNE	ICH PLAN etc.				
THE	FOLLO	WING SEC	ΓΙΟΝ IS ΤΟ BE	<b>COMPLETED P</b>	RIOR TO A	NY WORKS COMMENCIN	١G
IN RESPECT C	<b>)F THE</b> A	<b>ABOVE W</b> (	ORKS AND ASS	OCIATED ACTI	VITIES THI	E LOCAL ASBESTOS REG	ISTER AND
CENTRAL AS	BESTOS	S DATABAS	SE AS NECESS	ARY HAVE BEE	N CONSULT	FED AND THE FOLLOWIN	IG NOTED
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THE AREAS OF	WORK H	AVE KNOV	<b>WN OR IDENTIF</b>	TIED ASBESTOS	CONTAININ	G MATERIALS	2
THE AREAS IDEN	TIFIED I	HAVE NOT	BEEN ASSESSI	ED WITHIN THE	ASBESTOS	REGISTER OR DATABASE	
AND WILL BE PI	RESUME	D TO CON	TAIN ACM's				3
FOR COMPLET	ION BY	CONTRAC	TOR / PERSON	1			
DOING WORK				SIGNED:		DATE:	
				COMPANY/E	)EPT:		
WHERE ABOVE	<b>ITEMS</b>	2 OR 3 HA	VE BEEN SELF	CTED YOU ARE	E REQUIRE	D TO ENSURE:	
							N/A or initial
TYPE 3 MDHS10	0 ASBES	STOS SURV	YEY CARRIED C	OUT TO FULLY II	DENTIFY AN	VY ASBESTOS RISK	
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	Y COUN	CIL EMERC	JENCY PLAN A	VAILABLE IN TH	HE EVENT C	OF ACCIDENTAL FIBRE	
RELEASE							
	AFFECT	ACM'S TO	BE CARRIED C	OUT BY AN HSE I	LICENCED (	CONTRACTOR CAWR	
2002							
CONFIRM ASBE	<u>STOS wo</u>	JRKS UPD	ATED TO SITE	REGISTER AND	FROM ASB3	COMPLETED	
DUTY HOLDE	R IS: PRF	EMISE MAN	VAGER / APPOI	NTED PERSON / O	CONTRACT	ADMINISTRATOR (delete a	s applicable)
	ΙA	CKNOWLE	DGE THAT TH	E ABOVE SECTIO	ONS HAVE I	BEEN COMPLETED	
SIGNED:			On beha	alf of Devon Count	y Council. D	DATE:	
AC	OPY OF					ES FOR AUDIT PURPOSES	)
			,	EMERGENCY PI			
AUDIT SECTI	ION	ASBESTO	S REMOVAL VI	A HSE CONTRAC	CTOR	Signed by Auditor:	

ASBESTOS REGISTER & DATABASE UPDATED

Date:

# ASBESTOS DATA RETURN FORM ASB3

PLEASE USE THIS FORM TO PROVIDE INFORMATION UPDATES RELATING TO ASBESTOS TO MR. MIKE BURLACE, TEAM LEADER(SURVEYS AND SITE INFORMATION), ROOM 266, COUNTY HALL, TOPSHAM ROAD, EXETER, DEVON – TEL 01392 382615

	I	
BUILDING NO.	BIS	NAME (Print Name)
	DFES	
	JOB NO.	
SITE ADDRESS	0021100	
~		
ROOM NO.S / AREAS AFFECTED		
KOOMINO.5/ AREAS AFFECTED		
<b>DESCRIPTION OF WORKS</b> – Asbes	tos removed / Encapsulated	/ Re-test shows clear etc.
Signed:		Date:
	ENEVER ANY ACTIVITY IS CA	RRIED OUT WHICH MAY AFFECT THE FABRIC OF THE
BUILDING – AND IN PARTICULAR ANY BU	JILDING WORKS. IT IS DESIG	NED TO ASSIST AND SUPPORT YOUR ACTIVITIES AND
RESPONSIBILITIES UNI	DER THE CONTROL OF ASBES	TOS AT WORK REGULATIONS 2002.

# **ASBESTOS INCIDENT FORM ASB5 – Incident no.**

IN THE FIRST INSTANCE CONTACT THE ASBESTOS MANAGER - 01392 383538

#### THIS FORM IS TO COMPLETED BY THE PREMISE MANAGER (DUTYHOLDER OR APPOINTED PERSON) FOLLOWING ANY ACCIDENTAL OR POTENTIAL RELEASE OF ASBESTOS FIBRE AND RETURNED TO THE ASBESTOS MANAGER WITHIN 7 SEVEN DAYS OF THE INCIDENT BEING CLOSED AND/OR THE AREA BEING RE-OCCUPIED

RETURN TO ASBESTOS MANAGER, ROOM 91/95 COUNTY HALL, TOPSHAM RD, EXETER

BUILDING NO.	BIS	I NAM	IE (I	Print Name)	
	DFES				
	JOB NO.				
SITE ADDRESS	JUD NU.				
ROOM NO.S / AREAS AFFE	CTED				
DETAILS OF INCIDENT		DATE OF INCIDENT:		TIME:	
	FFR CUIDA	ANCE NOTE ASB4			
	TER GUIDA				
AREA ISOLATED					
PERSONNEL RECORDED					
CONTAMINATED CLOTHIN	<u>G REMOVEI</u>	)			
SPECIALIST DETAILS		DATE OF VISIT:		TIME:	
NAME OF APPOINTED SPEC	CIALIST				
ON SITE REPRESENTATIVE		CONTACT TEL NO	D.		
INITIAL FINDINGS					
	(* A 1 4				
ANALYSTS FINDINGS – Co	nfirm Asbest				
NAME OF ANALYST		CONTACT TEL NO	) <u>.</u>		
RESULTS					
REINSTATEMENT DETAIL	л <b>S</b> -	Notifiable work	ks -	YES OR NO	
NAME OF CONTRACTOR		CONTACT TEL N	JO.		
DATE WORKS COMMENC	FD.				
DATE WORKS COMPLETE					
FOR COMPLETION BY AS		IDENT TEAM			
		FICATION UNDER RIDDOR	2	YES OR NO	
DATE OF CONTACT TO HS			-	DATE	
HSE RIDDOR INCIDENT N		NO.			
EMPLOYER OF NON DCC				DATE	
FORM PD79 COMPLETED	FOR DCC EX	XPOSED STAFF BY LINE M	ANA		
FEEDBACK REQUIRED TO	DIRECTOF	RATE HEALTH & SAFETY 1	<b>FEAN</b>	M YES OR NO	
FILE REVIEWED AND CLO	)SED BY ; SI	GNED		DATE	



# ASBESTOS – AN IMPORTANT MESSAGE FOR SCHOOLS

# <u>This is HSE information aimed at governors, proprietors and</u> <u>headteachers of schools in England and Wales</u>

A new duty to manage the risk from asbestos in buildings has been added to the Control of Asbestos at Work Regulations 2002(CAW).

## The duty

The new duty will require those organisations with legal responsibilities for maintenance activities to manage the risk from asbestos in their buildings. It comes into force in May 2004 and duty holders are advised to start planning their compliance strategy now. Consultation with and information to safety representatives should form part of that strategy. Further guidance can be found at: <a href="http://www.hse.gov.uk/campaigns/asbestos/index.htm">http://www.hse.gov.uk/campaigns/asbestos/index.htm</a>

## Who is likely to be a duty holder?

A wide range of people potentially has a duty to manage asbestos including:

- employers and the self employed if they have responsibilities for maintaining or repairing non-domestic premises;
- owners of premises whether they are occupied or vacant.

The extent of the duty is determined by contractual and other existing legal obligations towards the property.

For the majority of educational premises, the duty holder will be the employer. Who the employer is varies with the type of school, but for community schools, community special schools, voluntary controlled schools, maintained nursery schools and pupils referral units the employer is the Local Education Authority (LEA). For VA and Foundation schools it will be the school governors. In independent schools it may be the proprietor, governors or trustees. See DfES guidance 'Health and Safety: Responsibilities and Powers' <u>http://www.teachernet.gov.uk/visits</u> for further information.

# Local authorities as employers

Where local authorities (LA's) are employers they must set health and safety policies and procedures. They should also set policy for maintenance issues including asbestos management. Even where health and safety related functions have been delegated to governing bodies, the LA as the employer must still set the policy for asbestos management. It should be made clear within this policy, or in separate documentation, whether asbestos management as a health and safety function is also delegated to governing bodies. The LA should implement robust monitoring arrangements to ensure the required standard for asbestos management is achieved.

The Department for Education and Skills (DfES) advise that where asbestos treatment or removal is a project or part of a bigger project, costs can be capitalized (subject to local de minimis levels) and all capital funding programmes, including devolved formula, can be used. However, general surveys or reviews of asbestos should be funded from recurrent funding.

### Where is asbestos found in buildings?

Asbestos and asbestos containing materials (ACMs) may be found in schools/colleges built or refurbished before blue and brown asbestos were banned in 1985. Some asbestos containing materials such as asbestos cement were used up until 1999.

High risk areas include:

- asbestos moulded or preformed lagging used as thermal insulation on pipes and boilers
- sprayed asbestos used for thermal insulation, fire protection, partitioning and ducts
- asbestos insulating board used for fire protection, thermal insulation, partitioning and ducts
- some ceiling tiles

Low risk areas include:

- asbestos containing floor tiles
- asbestos cement roofing
- certain textured coatings

If the material is disturbed or becomes damaged then asbestos fibres may be released into the air and could present a risk to people who breathe them in. Some damaged asbestos can be made safe by repairing it and either sealing or enclosing it to prevent further damage. Where asbestos cannot be easily repaired and protected it should be removed by someone who is trained and competent to carry out the task. HSE guidance can help duty holders choose appropriate contractors to carry out this work.

## Who is at risk?

The most likely way for ACMs in schools/colleges to be disturbed or damaged is through maintenance and construction activities, even where the job is small, such as installing telephones, computers or any electrical equipment, shelving and CCTV. Anyone carrying out such work will need to know that the building contains or may contain asbestos, where it is located and its condition. School caretakers have been identified as a particular group at risk due to the nature of their work. Vandalism may also result in the release of asbestos fibres eg damage to asbestos panels caused by school children kicking them. A possible solution to this is to protect areas subject to such potential damage. ACMs such as ceiling tiles can also be damaged by pinning or tacking children's work to them. This should be avoided.

### What guidance is there?

A range of HSE guidance material is available to help duty holders comply with their duties under the CAW Regulations (Annex 2). Further information on the new duty and on the HSE implementation campaign can be found on HSE's website (above) and we would urge you to look at this.

The DfES has also produced guidance on managing asbestos in schools (see Annex 2) and has routinely required condition surveys at school premises as part of their Asset Management Planning guidance. Para 12 of AMP guidance Section 3 states: *"Condition surveys are normally non-intrusive. However, they should be sufficiently thorough as to identify the need for any further surveys or tests. The results of such further surveys or tests should be taken into account in the condition assessment."* The LEAs surveyor or consultant working on their behalf will have recorded the findings in the school's AMP, with the need for any further testing and remedial work being linked to the schools planned maintenance programme. This will include an estimate of costs and the likely timescale for carrying out any necessary work.

# What to do next?

It is recognized that it will take some organizations time to fully comply with the duty to manage requirements, particularly those with many properties. However it is known that building and maintenance workers are at risk **now** and therefore a precautionary approach must be taken.

HSE's expectations are that:

- a safe system of work for maintenance activities is introduced if there is likelihood that ACMs may be present.
- a condition check is carried out on all buildings where access by building and maintenance workers is likely.

Once the immediate risks have been dealt with, organisations will have time to think through their compliance strategy. They should start **now**, as there are many issues that need to be considered and planned for if compliance is to be achieved by 21 May 2004. For example people will need to think about:

- who will oversee/manage the process?
- what type of assessments will be appropriate?
- who should be carrying them out?
- when should they be done? is there a need to prioritise certain buildings or areas?
- how will the information be recorded/retrieved?
- how will ongoing maintenance operations be controlled?

It is important that a proportionate approach is taken to managing the risk from asbestos in all cases.

The Chair of the Health and Safety Commission (HSC), Bill Callaghan, has already written to the Chief Executives of all Local Authorities to alert them to this new duty (Annex 1). If your school is LA maintained, you can contact your LA for information about what it plans to do to comply with the regulations.

# **ANNEX 1 – Letter from HSC to LA Chief Executives**

#### NEW DUTY TO MANAGE ASBESTOS IN PREMISES

I am writing to alert you to an important new legal duty that will apply to all local authorities (Las), as it does to other owners and occupiers of buildings.

The Government and the Health and Safety Executive (HSE) are seriously concerned about the risks from the many thousands of tonnes of asbestos materials present in buildings. If these are not properly managed, building and maintenance workers are at serious risk from inadvertent exposure to asbestos. HSE estimates that up to 5,000 lives could be lost if current levels of exposure to asbestos are allowed to continue over the next 50 years.

The Government have therefore introduced an important new duty into the Control of Asbestos at Work Regulations 2002. This will require those organizations with responsibilities for maintenance activities to manage the risk from asbestos in their buildings. Las will need to assess whether there is any asbestos in their premises, and, depending on its condition, either remove it or manage it – making sure that maintenance activities carried out subsequently do not expose the workers to any avoidable risk. In short, they must ensure that information on the location and condition of these materials is given to anyone likely to disturb it.

The duty will apply to all industrial, commercial and public buildings including schools, libraries, leisure centres and council offices. Whilst the new duty will not come into force until May 2004, the extent of the task ahead means that Las should start planning their compliance strategy now.

I appreciate that much good work has already been done by Las in introducing systems to manage the asbestos materials in their premises. I would urge those Las who have well – developed systems to share their expertise with those who still have some way to go. In many ways, the duty merely requires organizations to follow sound business practices of establishing risks and then managing them proportionately. However, it is important that you take this opportunity, at the very least, to review your existing arrangements and put in place remedial measures where these are required.

The new duty has been worded to allow a flexible approach to be taken by oganisations – both in how they identify their asbestos materials, and in how they choose to manage the risks. It is also important to note that the new legal duty is not about removing all asbestos from buildings. Indeed, if asbestos materials are in good condition and unlikely to be disturbed, it is much safer to leave them in place.

There may well be pressure to remove asbestos unnecessarily, particularly in schools and other public buildings. However, it is important that a proportionate approach is taken to managing the risk from asbestos in all cases.

# **ANNEX 1 – Letter from HSC to LA Chief Executives**

HSE will be giving this issue priority over the months ahead, and its inspectors will be ascertaining the progress dutyholders are making in their compliance strategy. HSE have produced a range of guidance material to assist duty holders. This is set out in the attached annex, which includes a list of contact points if further information is required.

Finally, I would like to stress that this is very much about effectively managing asbestos over a long period, possibly for the next 50 years. If deaths from asbestos-related disease are ever to be eradicated, organisations

must take this issue seriously and make sure that any systems adopted bed themselves deeply into their health and safety culture.

Annex 2 - Guidance

The Management of Asbestos in Non Domestic Premises, Approved Code of Practice, L 127.

A Comprehensive Guide to Managing Asbestos in Premises. HSG 227.

A short Guide to Managing Asbestos in Premises. INDG223 (rev3)

How are you today? The risks of asbestos in buildings. Video HSE Books 2000. [Presentation pack]

The above can be obtained from HSE Books, PO Box 1999, Sudbury, Suffolk CO10 2WA. Tel 0178708810165. Web site <u>www.hsebooks.co.uk</u>.

Further information on the duty and the HSE implementation campaign can be found on the campaign web site.

Information Document HSE 265/48 (Part 1) Inadvertent exposure to asbestos: advice for employers and (Part 2) advice for employees can be obtained from the HSE Infoline. Tel: 08701 545500 Fax: 02920 859260, email: <u>hseinformationservices@natbrit.com</u> or write to HSE Information Services, Caerphilly Business Park, Caerphilly CF83 3GG

Individual queries should be addressed to the HSE InfoLine. Tel 08701 545500

## **DfES Guidance**

Administrative Memorandum 3/86 (Department of Education and Science).

#### Asset Management Plans

- Section 3: Condition Assessment ref: DfEE 0-097/2000
- Section 3a: Getting into Condition ref: DfES/0175/2003

#### Health and Safety: Responsibilities and Powers ref: DfES/0803/2001

The DfES also has information on its current position on asbestos on its website <u>www.teachernet.gov.uk/atoz</u> This is likely to be amended in the near future.

## ASSET MANAGEMENT PLANS (AMPs) Suitability Health and Safety/Security Issues

Health and Safety/Security issues form part of the AMP Suitability assessment recently completed for all schools. This data has now been transmitted to DfES for assessment and will continue to be required in the future. Suitability assessments should identify Health & Safety/Security problems arising from inadequate or unsatisfactory aspects of building or site layouts.

The categories used in the suitability assessments are:

High Risk Health & Safety/Security

Medium Risk Health & Safety/Security

Low Risk Health & Safety/Security

Below is an example offered by DfES:

Problems which present an immediate high risk to the health and safety of occupants and/or serious breaches of legislation;

Problems which present medium risk to the health and safety of occupants and/or are less serious breaches of legislation;

Problems which present a low risk to the health and safety of occupants and/or are minor breaches of legislation.

Accommodation Problem	Impact							
High Risk								
Upper Floor occupancy considerably in excess of capacity of the single staircase	Serious risk in the event of a fire							
Several laboratories have only one exit route	Serious risk in the event of a fire							
	Medium Risk							
Lack of security alarm provision has	Risk of theft or damage from further break ins							
resulted in a number of break ins	Unsatisfactory conditions							
Inadequate pupil toilet provision								
	Low Risk							
Unsatisfactory factory benching layout in science laboratory	Risk of injury from equipment being knocked off benching only mitigated by careful supervision							
Inadequate boundary fencing	Security hazard							

If you have any queries when completing Health & Safety issues as part of AMP suitability, please speak with your Divisional Safety Officer in the first instance.

#### Contacts

DEHSSA – (see 'Contacts' list Devon Education Health and Safety Manual)

Paula McCree, Capital Strategy Team, EALD, County Hall

#### References

Asset Management Plans : Section 4 Suitability Assessment (DfES, ref AMP2D, ISBN 0-098/2000) available from DfES Publications, Tel: 0845 602 2260

# HEALTH AND SAFETY AUDIT

The general health and safety audit process was reviewed in 2004, with the cycle of audits being reduced from 5 yearly to 3 yearly. (Letter dated 2 November 2004 refers) The new cycle of audits commenced in September 2004.

However a new audit system is to be introduced, which will provide establishments with prompt, consistent and detailed reports to establishments. This will of necessity take a while to customise to the Devon approach to health and safety audits, ensuring that the process covers all the essential policies, procedures and arrangements education establishments should have in place.

More information will be made available in due course, in the meantime the current audit format will continue.

### **Contacts:**

If you have any queries about the audit process, please contact your DEHSSA officer. (See contact list at the front of the manual

# HEALTH & SAFETY ISSUES BOUNCING CASTLES/ INFLATABLE BOUNCERS

### INTRODUCTION

A bouncing castle is an open-fronted inflatable structure with walls on the other sides. If you are proposing to use one of them you need to consider the hazards, identify and assess the risks and remove or control them before use. In other words, do a risk assessment.

### HAZARDS

The safe design and safe operation of the inflatable bouncer should guard against the following main hazards:

- a blowing over or away of the whole structure by the wind;
- b splitting of the fabric when under pressure;
- c failure of the seams;
- d accidental spilling of users;
- e injury to the users caused either by themselves or other users;
- f overcrowding;
- g injury to the users when getting on and off the bouncer;
- h large users disregarding little ones;
- I air loss due to blower disconnection, blower failure or power supply interruption;
- j zip failure;
- k inadequate means of escape in case of fire;
- 1 dangerous siting of equipment, including siting near overheard power lines.

Most schools will use inflatable bouncers hired from an outside contractor. You should ask for the manufacturer's guidance and his rules and instructions for use. In addition, ask to see when the equipment was last inspected and the records of maintenance.

#### WHAT YOU SHOULD DO

Inspect the inflatable bouncer before use and keep a record by checking to ensure that:

- a all anchor points are intact and not damaged;
- b anchor ropes are not worn or chafed;
- c anchor stakes and their location remain sound for continued use;
- d the wall-to-tower fixings are not torn;
- e there are no holes or rips in the surface or seams of the bed and stop-front apron;
- f when fully inflated all walls and towers (when fitted) are firm and upright and the pressure in the bed and step/front apron are sufficient to give a reliable and firm footing;
- g the blower has no exposed wires or loose bolts, screws etc, and that the mesh guards over the air inlet and outlet are secure and intact;
- h electric cables are not worn or chafed and that plugs, sockets and switches are not damaged;
- I the blower/inflation tube connection is good.

The inflatable should not be used until any adjustments or repairs judged to be necessary as a result of the inspection, have been satisfactorily carried out.

During use, supervision and control of the children is essential. Do this by making it clear that entrance/exit is through a supervised gateway. Assess the number who can use the inflatable at one time by age range, size and sex. A perimeter fence for crowd control should be provided but consider the location of the inflatable and if crowds are small a limited barrier may be provided. The number of attendants needs to be assessed. A good starting number is two.

When children are about to use the inflatable, the attendance should:

- 1 Remove their footwear (except socks), buckles, pens, purses etc (and spectacles?);
- 2 Not allow anyone to bounce on the step/front apron;
- 3 Not allow anyone to climb or hang on the outside walls. Children, if taller than the outside walls, should not be allowed on the equipment;
- 4 Constantly supervise use. You need at least two pairs of eyes! And a warning whistle to stop rough play etc

Make sure that the attendant is comfortable with the above, understands the use and safety of the inflatable and reads the instructions!

## **Remember:**

## your aim is for the children to have fun - not to hurt or injure them

#### Reference

The above is based upon *Safe Operation of Passenger Carrying Amusement Devices – Inflatable Bouncing Devices* Guidance Note PM76, Health and Safety Executive.

#### Contacts

DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual)

## **CARETAKERS & CLEANERS**

Caretakers and cleaners may either be employed directly by the school, by Devon Direct Services (DDS) or by contractors. Whatever their employment status, they can and should play an important part in maintaining and monitoring a healthy, safety and hygienic working environment.

If the caretakers and/or cleaners are employed directly by the establishment then issues such as information, training, competence, risk assessment, personal protective equipment, etc will need to be addressed by local management. If DDS or a contractor's employees are used, then local management has a responsibility to ensure that they carry out their duties without endangering staff, pupils and visitors, etc although the main employer responsibilities fall on DDS/the contractor. Schools employing caretakers/handymen need to be particularly careful when allocating duties to ensure that the employee is competent to carry out work tasks safety and is provided with appropriate equipment, materials etc.

There is a broad range of health and safety risks associated with caretaking and cleaning activities; further risk assessment and control information is contained in the Safe Working Practice Notes for Caretaking and Cleaning (BR88). Where caretaking and cleaning staff are employed directly by schools, further guidance can be found in the <u>'Put Safety First'</u> manual. In addition, Client Support run training courses for both caretakers and cleaners, which include induction training, health and safety awareness, manual handling and swimming pool safety. Further details can be found at <u>http://www.devon.gov.uk/eal/csd</u>.

#### References

Safe Working Practice Notes – Caretaking and Cleaning (BR88) Devon Education Health and Safety Manual for Caretaking and Cleaning (for Schools who directly employ staff) COSHH : Guidance for Devon Schools – Devon Education Specific advice for specialist areas is also contained in Devon Education curriculum documents.

#### Contacts

DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual) Devon Client Support

## AIDE-MEMOIRE FOR SMALL CONSTRUCTION PROJECTS

- 1 Do I know the nature, scope, commencement date and duration of the works? Is there a standard specification relating to the necessary health and safety requirements (either wholly or in part)?
- 2 Does the contractor know and agree the reporting of arrival procedure?
- 3 Is there any relevant health and safety information I need to give to the contractors? (e.g. fire alarms, special events, playtimes, access needs ....)
- 4 Will the contractor's vehicles need to pass through open access areas? If so, can they be segregated from staff, pupils and visitors by timing or barriers? If not, what alternative arrangements can be made?
- 5 Will the contractor's work create any of the following potential risks for staff, pupils and visitors?
  - a. objects falling from heights
  - b. overturning of mobile scaffolds or ladders
  - c. materials obstructing passageways and fire escape routes
  - d. scaffolds, ladders, Liquid Petroleum Gas (LPG) cylinders, tools and plant being left unattended
  - e. electrical leads passing through occupied areas
  - f. excavations
  - g. exposure to Hazardous Substances such as fumes, dust and chemicals which are toxic, irritant or corrosive
  - h. fire risk created by process, repairs or refurbishment

If so, what precautions do the contractors intend to take?

- 6 Does the establishment need to take any complementary precautions within its own control to prevent danger to staff, pupils and visitors? Should announcements be made at assembly or should break and dinner time supervision be increased? Have affected staff been consulted?
- 7 What are the arrangements for the storage and transport of materials and waste? Are these likely to create any danger for staff, pupils or visitors?
- 8 Do I know the name and number of the supervising officer and/or the contractors' representative responsible for this contract? Has the Premises Officer at County Hall been alerted?

# **CONTROL OF CONTRACTORS**

Because of the variety and number of contractors supplying services to education establishments, some thought should be given as to how their various activities can be controlled and co-ordinated to prevent unacceptable risks to staff, pupils and other users of the premises.

As far as health and safety law is concerned both the occupier of the site and any contractor entering it have duties to each other. In the main this relates to the supply of information on any risks created by them. The importance of clear lines of communication cannot be overemphasised.

If the contractor is going to be on site for a prolonged period of time e.g. building or alteration work, it is important that both the school and contractors have nominated persons to enable them to liaise on all health and safety issues. Certainly, before any work of a considerable duration commences and, preferably at the contract negotiation stage, certain basics have to be established:

- The nature and parameters of the work;
- The area within which the work will be contained;
- The period in which the work will be undertaken;
- Information relevant to the safety of the contractor's employees.

Trade union safety representatives (where appointed) should be consulted at this stage.

For contractors providing services on a regular basis, perhaps the most important factor is the ability to identify their presence on site. To this end, an adequate system for checking in and out is required. Regular reviews of their activities are required to ensure changes in working practices are not posing an unacceptable risk to staff or pupils/students etc.

The Construction (Design and Management) Regulations 1994 came into force on 31 March 1995, these govern the safe management of construction projects, further information will be available shortly.

More comprehensive checklists on the points of concern when dealing with contractors can be found in:-

#### References

- CONTRACTORS Aide Memoire Devon Education Health and Safety Manual
- Building Contracts Undertaken on Education Premises Health and Safety Commission
- Construction (Design and Management) Regulations 1994 Contact DEHSSA for further information
- See Premises Management Folder issued by the Capital Strategy section and consult their part of the Devon County Council Website or via the Devon Grid for Learning

2004

#### Contacts

- DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual)
- Devon Surveyors Practice.

## **BUILDING CONTRACTORS** IN SCHOOLS

The purpose of the attached checklist is to give advice about agreeing procedures when building work is planned and undertaken in or around schools.

Much of the advice is given on the assumption that the work is being undertaken by the Authority and not directly by the school. However, the checklist is still largely relevant when work is organised and undertaken directly by schools. A separate 'Aide Memoire' on smaller works for school staff is also available (see Manual Sheet\*).

The main aim must be to ensure that users of school premises are safe during any building work. The checklist does not relive the contractor of his legal responsibilities for ensuring health and safety during the work, nor is it intended to restrict or impede the way in which any work is performed. If all aspects of health, safety and security are duly considered at the planning stage, contractors will find difficulty in meeting their responsibilities. For their part, Headteachers will consult with Union appointed Safety Representatives and all affected staff over the proposed work.

#### References

Contractors on Site – Health and Safety Checklist, DEHSSA (attached)

\*Aide Memoire for Small Construction Projects - Manual Sheet "Contractors' Aide Memoire"

Control of Contractor - Manual Sheet - "CONTRACTORS Control of"

Contractors in Schools - Information for Headteachers, School Governors and Bursars - Health and Safety Executive LA/L98 C250 www.healthandsafety.co.uk/cischools.html

Construction (Design and Management)Regulations 1994 - The Role of the Client - Construction Sheet 39 HSE Books

CDM Regulations - How the Regulations Affect You - HSE C500 PML 54 1/95

## Contractors on Site - Health and Safety Checklist

*NB* Start using this list immediately planning on a project commences. Do not wait for the contractor to be appointed because it is then too late.

### 1 Introduction

This is a school, not a building site. We need to work in a healthy, safe and secure environment or quality teaching and learning may not be possible.

If the work is being managed by Devon Surveyors Practice, a technical officer (e.g. Architect, Surveyor, etc) will be appointed by them to act as the supervising officer. Similarly, contractors will identify one of their staff as the liaison officer. The Construction (Design and Management) Regulations 1994 introduce five key parties involved in construction and demolition projects, and give them specific health and safety responsibility. These are listed at the end of this list, but in reality you will be helped in considering the items on this list by the new Regulations, and the new titles will not affect this.

## 2 Contract Preparation

At an early stage in contract preparation the following should be agreed between the headteacher and the supervising officer:

- (a) the nature and parameters of the work;
- (b) (i) the areas within which the work can be contained; those out of bounds to contractor's staff and pupils;
  - (ii) the position of warning and information signs;
- (c) the period and times during which the work can be undertaken, and any phasing of the contract;
- (d) any relevant health and safety information to be given to the contractor, e.g. asbestos, fire drill, time of school day etc;
- (e) the requirements of the staff, pupils, visitors and other site users with regard to the following should be confirmed in writing (safety representatives may be helpful here in assisting the headteacher):
  - (i) access and exit routes to and from the campus;
  - (ii) access and exit routes within the campus and buildings;
  - (iii) use of playing fields and playgrounds;
  - (iv) service arrangements for premises (e.g. food and other deliveries, access by taxis, parents, coaches, etc);
  - (v) emergency services and places/items of essential use, including fire and disaster routines and means of escape and routes from buildings;
  - (vi) essential security measures to be adopted because of the implications of the work;
  - (viii) the school's 'No Smoking' policy and health, safety and security policy

### **3** Health and Safety Agenda at Pre-Contract Meeting

- (a) Confirm as necessary the user's requirements, i.e. 2 above and any changes;
- (b) Provide information required for the safety of the contractor's own employees. This includes the location of fragile roofs, the presence of underground/overhead services, the location of chemical stores, fume extractors and a copy of the Asbestos Register;

- (c) Routines for fire evacuation and location of alarm points. Other emergency procedures?
- (d) Any specific features of the school (especially the presence of pupils with special educational needs)
- (e) Access control, especially 'Signing In and Out' procedures;
- (f) Premises and security routines (e.g. security patrols, opening times, alarms, lighting etc);
- (g) Times to avoid with respect to deliveries (especially the start and end of the school day). Contractors' vehicles must be separated from pupils, staff and visitors.

## 4 Information to be provided by the Contractor's Liaison Officer

Much of this will have already been identified in the contract documents, but reviewing the detail at the school premises is necessary nonetheless. Consider the contractor's:

- (a) Access/exit requirements with specific reference to delivery vehicles for both the contractor and sub-contractors where will deliveries be made, and when?
- (b) Access to buildings and security of the buildings, especially with regard to access out of normal school hours;
- (c) Requirements to use scaffolding, both mobile, fixed and other access equipment and the envisaged barrier and overhead protection required (don't forget to protect skylights and roofs in the vicinity of scaffolds);
- (d) Arrangements for the segregation of the work areas (bearing in mind that vandals may well use builders' debris as a fuel source for arson or to cause other damage);
- (e) Proposals for the siting of storage areas and skips if separate from the work area (e.g. dust and noise prevention). *Children and building sites do not mix*;
- (f) Advice on any dangerous, noxious or offensive substances (COSHH) that will be used and the control measures that will be put in place to protect staff and pupils;
- (g) Proposals for welfare, e.g. mess room, first aid, sanitary arrangements, services (telephone, water, electricity) and parking.

## 5 Arrangements to be reached between the Headteacher, Liaison Officer (Contractor) and the Supervising Officer (Devon Surveyors/Architect)

- (a) That only contacts/negotiations/requests for inspection of progress/requests for access to the site coming from the Headteacher will be accepted by the Liaison Officer. All school site requests must be channelled through him/her.
- (b) That visitors to the site must report their presence to Reception, signing in etc and the provision of suitable notices to that effect be provided.
- (c) The times when perimeter fencing and scaffolding will be erected and dismantled.
- (d) The times and locations in which mobile scaffolds will be used.
- (e) The times of other hazardous procedures, e.g. lifting operations, use of earth-moving equipment, hot bitumen and the use of chemicals.
- (f) The times that noisy or dusty activities may take place (bear in mind SATs, meetings, assemblies etc).
- (g) Emergency arrangements for contacting key holders and for unusual out-of-hours access. Consider lettings/community use.

## 6 Site Meetings During Progress of Work

- (a) During such meetings the health, safety and security situation should be reviewed and any problems discussed. There will also be discussion of likely future problems.
- (b) Monitor and review progress. Report and investigate near misses/accidents or breaches of security.
- (c) Talk to each other about problems! Also consider the experiences to date of staff, parents and pupils. Essentially also the views of Union Safety Representatives.

## **NB** CDM Regulations

Five key parties (firms or individuals) have specific duties:

- 1 **The Client**: who should be satisfied that only competent people are appointed as planning supervisor and principal contractor. This also applies when making arrangements for the appointment of designers and contractors. They should also ensure, as much as they can, that sufficient resources, including time, have been or will be allocated to enable the project to be carried out safely.
- 2 **The Designer**: who should ensure, as much as they can, that structures are designed to avoid or, where this is not possible, to minimise risks to health and safety while they are being built and maintained. Where risks cannot be avoided, adequate information has to be provided. Design includes the preparation of specifications it is not limited to drawings.
- 3 **The Planning Supervisor**: who has overall responsibility for co-ordinating the health and safety aspects of the design and planning phase and for the early stages of the health and safety plan and the health and safety file.
- 4 **The Principal Contractor**: who should take account of health and safety issues when preparing and presenting tenders or similar documents. The principal contractor also has to develop the health and safety plan and co-ordinate the activities of all contractors to ensure they comply with health and safety legislation. Principal contractors also have duties to check on the provision of information and training for employees and for consulting with employees and the self-employed on health and safety.
- 5 **Contractors and the Self-Employed**: who should co-operate with the principal contractor and provide relevant information on the health and safety risks created by their work and how they will be controlled. Contractors also have duties for the provision of other information to the principal contractor and to employees. The self-employed have duties similar to contractors.

## SAFE USE OF RODENT POISONS

On occasions, school buildings or grounds may suffer infestations of rats or mice. These infestations need to be eradicated or controlled to reduce the risk from disease to users of the premises. A secondary risk is that of damage to the premises, e.g. rats knawing through electrical cables have been the cause of serious fires.

The primary aim is to avoid infestation as, once established, rats and mice can be difficult to control. Staff should be trained to recognise early signs of infestation and report this immediately. Routine health and safety inspections should also include looking for signs of infestation.

Good housekeeping and cleanliness is essential to discourage unwanted pests. Food debris should not be allowed to accumulate where it may be accessible to rats and mice. General waste should be disposed of frequently and while awaiting collection should be stored in a place secure from all pests. These precautions will also discourage other pests, such as seagulls, pigeons and squirrels.

Should all the precautions to prevent infestation by rodents fails, it will be necessary to engage the service of a professional Pest Control Contractor. Selecting a competent contractor is particularly important. Schools which subscribe to Client Support Services can obtain advice on local competent contractors (see 'Contacts'). Other schools may wish to contact their District Council Environmental Health Department (see your local telephone directory).

The Pest Control Contractor has the primary health and safety responsibility for his activities on site, however the school will need to liaise closely with the contractor before work starts to ensure it will not pose any unacceptable risks to site users. Apart from the general health and safety issues which need to be agreed prior to any contractor starting work (see *Devon Education Health and Safety Manual* 'Contractors - Aide Memoire'), other specific issues will need to be discussed, including:

- the safe deployment and storage of hazardous substances;
- emergency procedures in the event of an accident;
- prompt removal and safe disposal of dead rodents.

#### References

*Safe Use of Rodenticides on Farms and Holdings* - HSE Agriculture Information Sheet No 31 DEFRA/FRCA leaflets on the control of rats and mice:

WM4 Rats and WM5 House Mice (Revised May 1998)

- from DEFRA Regional Service Centres (see local telephone directory) Devon Education Health and Safety Manual - see 'Contractors - Aide Memoire'

### Contacts

Devon Education Client Support (Devon) - Tel: 01392 382043 DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual) District Council Environmental Health Department (see local telephone directory) British Pest Control Association,, 3 St James Court, Friars Gate, Derby DE1 1BT Tel: 01332 294288 Fax: 01332 295904

2004

## **HAZARDOUS SUBSTANCES**

Hazardous substances are classified as toxic, corrosive, irritant or harmful. The risks due to these substances are not, as a rule, as great in education establishments as would be found in an industrial situation, nevertheless, hazardous substances are found in schools, e.g.:

- photographic chemicals;
- substances used in pottery;
- wood dust;
- substances used in offices, e.g. Tippex, duplicating fluid;
- cleaning materials;
- aerosol fixatives;
- swimming pool treatment chemicals.

The Control of Substances Hazardous to Health (COSHH) Regulations require that you:

- 1. assess the risks;
- 2. record your assessment;
- 3. decide what precautions are needed;
- 4. remove or adequately control the risks;
- 5. ensure that control measures are used and maintained;
- 6. inform, instruct and train;
- 7. monitor exposure.

To do this use the letter sent by the Director of Education, Arts and Libraries in January 1990 'COSHH: Guidance for Schools'. The advice attached to the letter is a good starting point. In addition your health and safety policy should make provision for a co-ordinator for COSHH matters who will orchestrate the assessment.

#### References

COSHH : Guidance for Schools letter from Director to all Headteachers and Principals, January 1990

#### Contacts

DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual) Appropriate Curriculum Advisers Client Support (Devon) - for Contractors' COSHH issues

Tony Smith Director of Education, Arts and Libraries

County Hall Topsham Road Exeter Devon EX2 4QG

Headteachers/Principals of Educational Establishments

Your ref: My ref: AGS/CTD/IB Date: January 1990 Please ask for: Phone: 01392 382027 e-mail: Fax: 01392 382203

Dear Colleague

#### **COSHH : GUIDANCE FOR SCHOOLS**

#### Introduction

Please find attached a copy of the above leaflet published by the Health and Safety Commission, together with general and departmental guidance notes and forms.

This information is intended to assist education establishments to understand and comply with the requirements of the Control of Substances Hazardous to Health (COSHH) Regulations, which come fully into force on 1 January 1990.

The Health and Safety Commission does not consider education to be a high risk activity in terms of exposure to hazardous substances and, in general, the requirements of the new regulations are in line with what is already good working practice in education establishments as laid down by current guidance documents.

It should be noted that a separate guidance leaflet is being prepared by the Health and Safety Commission for Higher Education Establishments and both documents will be relevant to Colleges of Further Education. It is anticipated that the HE guidance will be available in February 1990.

#### Risk Assessment

The purpose of the COSHH regulations is to prevent or adequately control the risk of exposure to hazardous substances.

The detailed arrangements for the risk assessment process will vary depending on the size of the establishment and the nature of activities involving hazardous substances.

It is anticipated that small establishments (e.g. special schools and teachers' centres) and primary schools will have few hazardous substances and that risk assessment could be carried out by one responsible member of staff using the general guidance notes (Appendix 4) and the revised edition of the CLEAPSS publication *Household and Other Chemicals for Primary Science* which contains reference to COSHH. Copies of this publication will shortly be sent to Primary Schools.

In secondary schools and FE Colleges a departmental approach will be necessary. Each department will need to carefully assess the chance of substances, used or produced, causing harm to staff or pupils/students.

The risk assessment must take into consideration what the hazards are, the source and level of exposure, what limitations should be made and what precaution taken. It is important that safety representatives play an active part in these assessments.

In many cases the result of a risk assessment will be a simple instruction to staff to open a window or read the instructions on the container before using the substance.

Where more elaborate precautions are required, these are often detailed in standard texts available in schools and colleges, in which case it will only be necessary to refer staff to these well tried control measures.

To assist establishments in the assessment process the EAL is rejoining the Consortium of Local Education Authorities for the Provision of Science Services (CLEAPSS) which will provide general assessment for most of the experiments found in secondary school Science to A level. The guidance notes provided by CLEAPSS will be useful as an assessment model for other departments. General assessments are also being developed by a Devon County Council Working Party for such substances as:

cleaning materials; reprographic/photographic chemicals; workshop materials; agricultural chemicals; adhesives; lubricants and fuels

Although these general assessments will not apply in every detail to each establishment it should be possible to adapt the procedures and precautions to individual requirements. Further information on the progress of the DCC Working Party can be obtained from the Health and Safety Administrator at County Hall.

The EAL is also liaising with the Scottish Schools Equipment Research Centre (SSERC) which is producing guidance for the risk assessment of CDT project work.

Until these general assessments are available, departments should use the information available from suppliers, provided on labels and product data sheets and standard texts mentioned in the attached guidance notes, to establish what precautions are necessary.

Guidance for the use and storage of cleaning and catering hazardous substances is being provided by Devon Direct Services for their staff involved in these activities.

The HSE have given permission for *COSHH Guidance for Schools* to be photocopied for internal distribution within establishments. Copies should be distributed to Heads of Departments/responsible staff and Safety Representatives, together with the appropriate guidance notes and Action Plan (Appendix 1).

Yours sincerely

Tony Smith

#### **APPENDIX 1**

#### ACTION REQUIRED BY SECONDARY AND FURTHER EDUCATION ESTABLISHMENTS ARRANGEMENTS FOR COMPLIANCE WITH COSHH REGULATIONS

#### Action by Headteachers/Principals

- 1 Distribute copies of *COSHH: Guidance for Schools*, departmental guidance notes and forms to Head of Department/responsible staff and safety representatives.
- 2 Open a 'COSHH' file for future general correspondence. (HSE Factory Inspectors may wish to inspect this when visiting establishments).
- 3 Monitor departmental progress on risk assessment and check that all hazardous substances have been assessed.

#### Action by Heads of Department/Responsible Staff

- 1 Read COSHH: Guidance for Schools and departmental guidance notes.
- 2 Complete the 'List of Hazardous Substances' Form BR100 for hazardous substances used or stored in your department. (Note: NOT required for Science Departments using the CLEAPSS system). Retain the original and send a copy of the form to the Health and Safety Administrator at County Hall, Exeter.
- 3 Open a 'Departmental COSHH' file and gather information on each hazardous substance from available sources. These will include:
  - (i) labels on containers;
  - (ii) Product and Hazard Data Sheets available from suppliers and manufacturers;
  - (iii) CLEAPSS Hazards available from the Science Department;
  - (iv) standard texts giving information on safe working practices when working the hazardous substances;
  - (v) 'List of Hazardous Substances' form (see 2 above)
- 4 Make a risk assessment of each hazardous substance based on the information gathered and decide on the precautions/control measures needed when storing or working with each substance. If major procedural changes are required, first discuss these with the Headteacher/Principal and the appropriate County Adviser before they are implemented.
- 5 It is not always necessary to record the assessments that are made on substances, (see *COSHH: Guidance for Schools paragraphs 12/13*)) though it is good practice to keep a log showing that each has been considered and when. (The List of Hazardous Substances form will fulfil this requirement). It is important that any extra precautions, other than existing written precautions, are recorded and made known to appropriate staff. It is good practice to record where existing written precautions can be found.
- 6 Keep a record of routine checks and maintenance of control systems (fume cupboards, dust extraction and ventilation) and inspection/test reports by service engineers. (Note fume cupboards and dust extraction systems must be checked by an experienced ventilation engineer at least every fourteen months. These inspections can be arranged through the Property Practice).
- 7 Keep a record of routine inspection of protective clothing and equipment. (Note respiratory protective equipment should be thoroughly examined at least every three months).
- 8 Assess all new hazardous substances and put the necessary control measures in place before they are introduced into your department.
- 9 Review all risk assessments at regular intervals (at least annually) and if there are any changes which give reason to suppose that the original assessment is no longer valid.

#### **APPENDIX 1A**

#### ACTION REQUIRED BY PRIMARY SCHOOLS AND SMALL ESTABLISHMENTS (e.g. SPECIAL SCHOOLS AND TEACHERS' CENTRES)

#### Action by Headteacher/Responsible Member of Staff

- 1 Read COSHH: Guidance for Schools and General Guidance Notes (Appendix 4).
- 2 Complete the 'List of Hazardous Substances' Form BR100 for hazardous substances used or stored in your establishment. Retain the original and send a copy of the form to the Health and Safety Administrator at County Hall, Exeter.
- 3 Open a 'COSHH' file and gather information on each hazardous substance from available sources. These will include:
  - (i) labels on containers;
  - (ii) Product and Hazard Data Sheets available from suppliers and manufacturers;

(iii) the revised edition of the CLEAPSS publication '*Household and Other Chemicals for Primary Science* which contains reference to COSHH;

(iv) other standard texts giving information on safe working practices when working with hazardous substances;

(v) 'List of Hazardous Substances' Form (see 2 above).

4 Make a risk assessment of each hazardous substance based on the information gathered and decide on the precautions/control measures needed when storing or working with each substance.

If major procedural changes are required, first discuss these with the Headteacher/Principal and the appropriate County Adviser before they are implemented.

- 5 It is not always necessary to record assessments, (see *COSHH: Guidance for Schools paragraphs 12/13*) though it is good practice to keep a log showing what substances have been considered and when. (The 'List of Hazardous Substances' form will fulfil this requirement). It is important that any extra precautions, other than existing written precautions, are recorded and made known to the appropriate staff. It is good practice to record where existing written precautions can be found.
- 6 Keep a record of routine checks and maintenance of control systems (fume cupboards, dust extraction and ventilation) and inspection/test reports by service engineers. (Note: fume cupboards and dust extraction systems must be checked by an experienced ventilation engineer at least every fourteen months. These inspections can be arranged through the Property Practice.
- 7 Keep a record of routine inspection of protective clothing and equipment if provided. (Note: respiratory protective equipment should be thoroughly examined at least every three months).
- 8 Assess all new hazardous substances and put the necessary control measures in place before they are introduced into your department.
- 9 Review all risk assessments at regular intervals (at least annually) and if there are any changes which give reason to suppose that the original assessment is no longer valid.

#### **APPENDIX 2**

#### <u>CONTROL OF SUBSTANCES HAZARDOUS TO HEALTH (COSHH) REGULATIONS</u> <u>GUIDANCE FOR HEADS OF DEPARTMENT</u>

#### Science Department

#### **Risk Assessment**

The COSHH Regulations, which come fully into force on 1 January 1990, require that each hazardous substance used in your department must be carefully considered for the chance of its causing harm in the actual or likely circumstances of its use or storage. The Health and Safety Commission does not consider education to be a high risk activity in terms of exposure to hazardous substances and, in general, the requirements of the new regulations are in line with what is already good working practice in education establishments.

This risk assessment consists of finding out what the hazards are, the source and level of exposure, what limitations should be made and what precautions taken.

To aid Science Departments to meet these requirements the LEA has rejoined CLEAPSS which will provide general assessments for most of the experiments found in school science to A level. This information will shortly to sent to all secondary and FE establishments.

For primary level science, the revised edition of the CLEAPSS publication *Household and Other Chemicals for Primary Science* will contain references to COSHH. Copies of this publication will shortly be sent to Primary Schools. General assessments are also being developed by a Devon County Council Working Party for such substances as cleaning materials, reprographic/photographic chemicals, workshop materials, agricultural chemicals, adhesives, lubricants and fuels. Further information on the progress of the Working Party can be obtained from the Health and Safety Administrator at County Hall.

For Further Educational establishments where work above A level is undertaken, additional guidance is being prepared by the Health and Safety Executive and it is anticipated that this will be available in February 1990. Colleges of Further Education should review their current procedures and precautions in these areas after considering the general assessment guidance provided by CLEAPSS. If procedural changes are required Heads of Department should first consult with the County Science Adviser and CLEAPSS before adapting significantly existing practices.

To avoid duplication it would be useful if non-standard assessments developed by colleges could be sent to the Health and Safety Administrator at County Hall, Exeter. This assessment information would then be made available to other establishments on request. In using such information, establishments must bear in mind that these assessments must be valid for the circumstances that actually exist in their own establishment and may need to be adapted.

#### **Recording Risk Assessments**

It is not necessary to duplicate information already available in establishments in the form of standard texts and CLEAPSS guidance although it would be useful to bring the relevant information needed for risk assessment together in a departmental 'COSHH' file.

Where non-standard assessment has been undertaken by an establishment a brief record of the assessment should be kept using the CLEAPSS format where appropriate. This record should then be kept in the COSHH file for future reference. It is particularly important that the precautions to be taken are recorded.

#### **APPENDIX 3**

#### <u>CONTROL OF SUBSTANCES HAZARDOUS TO HEALTH (COSHH) REGULATIONS</u> <u>GUIDANCE FOR HEADS OF DEPARTMENTS</u>

#### CDT Department

#### Risk Assessment

The COSHH Regulations, which come fully into force on 1 January 1990, require that each hazardous substance used in your department must be carefully considered for the chance of its causing harm in the actual or likely circumstances of its use or storage. The Health and Safety Commission does not consider education to be a high risk activity in terms of exposure to hazardous substances and, in general, the requirements of the new regulations are in line with what is already good working practice in education establishments.

This risk assessment consists of finding out what the hazards are, the source and level of exposure, what limitations should be made and what precautions taken.

The Health and Safety Commission has issued a guidance document entitled *COSHH: Guidance for Schools* copies of which are available from Heads of Establishments. A separate guidance document is being prepared for Higher Education establishments and both documents will be relevant to colleges of Further Education.

Heads of CDT Departments should review their current procedures and precautions after considering the general assessment guidance contained in the above documents and taking into account the information which manufacturers and suppliers are legally required to provide on labels and product data sheets.

To assist establishments in the assessment process the LEA is rejoining the Consortium of Local Education Authorities for the Provision of Science Services (CLEAPSS) which will provide a useful assessment model for all departments and detailed hazard data on many chemicals.

General assessments are also being developed by a Devon County Council Working Party for hazardous substances commonly used in its various departments. These assessments will be made available to Education establishments to augment their own assessments. Further information on the progress of the Working Party can be obtained from the Health and Safety Administrator at County Hall.

The LEA is liaising with the Scottish Schools Equipment Research Centre (SSERC) which is producing guidelines for the risk assessment of CDT project work. It is anticipated that these will be available in early 1990.

#### Recording Risk Assessments

It is not necessary to duplicate information already available in establishments in the form of standard texts and CLEAPSS guidance although it would be useful to gather the relevant information needed for risk assessment together in a departmental 'COSHH' file.

To assist the gathering and recording of assessment information a form, List of Hazardous Substances, is attached together with examples of hazardous substances that may be found in your department.

It would be helpful if copies of your completed forms could be sent to the Health and Safety Administrator at County Hall to aid the work of the DCC Working Group in producing general assessment information.

It is not always necessary to record assessments, (see *COSHH: Guidance for Schools paragraphs 12/13*) though it is good practice to keep a log showing what substances have been considered and when. (The List of Hazardous Substances form will fulfil this requirement). It is important that any extra precautions, other than existing written precautions, are recorded and made known to appropriate staff. It is good practice to record where existing written precautions can be found.

These precautions may be simply to open a window or follow the instructions on the label of the container, but if major procedural changes are required Heads of Department should first consult with the Head of Establishment and the County Adviser for CDT before adapting significantly existing practices.

The regulations also require records of the routine examination and test of engineering control measures (e.g. dust extraction systems) and personal protective equipment. (See pages 5/6 of *COSHH: Guidance for Schools*).

It is probable that the HSE Factory Inspector will wish to inspect these records when visiting education establishments.

#### Review of Risk Assessments

Risk Assessments should be reviewed at regular intervals, at least annually, and if there are any changes which give reason to suppose that the original assessment is no longer valid.

Before new hazardous substances are introduced into your department a risk assessment must be carried out and any necessary control measures put in place.

#### EXAMPLES OF HAZARDOUS SUBSTANCES THAT MAY BE FOUND IN CDT DEPARTMENTS

- 1 Acids for pickles and macro-etching;
- 2 Welding, brazing and soldering fumes;
- 3 Chemicals and electrolytes used in electro-plating or anodising;
- 4 Toxic, irritant or asphyxiating fumes given off when plastics are heated;
- 5 Toxic, irritant or asphyxiating fumes given off by hot metals. (NB: Lead compounds are covered under separate regulations);
- 6 Exhaust gas emissions from internal combustion engines;
- 7 Toxic, irritant or asphyxiating gases stored in cylinders;
- 8 Cleaning materials such as bleaches, disinfectants and degreasing solvents;
- 9 Resins, adhesives and bonding substances;
- 10 Dust given off by processes such as wood, metal or plastic machining, sand blasting, or grinding and sanding. (NB: Asbestos is covered by separate regulations).
- 11 Hydrocarbon fuels, lubricants and cutting oils.

#### <u>CONTROL OF SUBSTANCES HAZARDOUS TO HEALTH (COSHH) REGULATIONS</u> <u>GUIDANCE FOR HEADS OF DEPARTMENT/RESPONSIBLE MEMBER OF STAFF</u>

(NB: Separate guidance notes are available for Heads of Science and CDT in Secondary and FE establishments. See Appendices 2 and 3)

#### Risk Assessment

The COSHH Regulations, which come fully into force on 1 January 1990, require that each hazardous substance used in your department must be carefully considered for the chance of its causing harm in the actual or likely circumstances of its use or storage. The Health and Safety Commission does not consider education to be a high risk activity in terms of exposure to hazardous substances and, in general, the requirements of the new regulations are in line with what is already good working practice in education establishments.

This risk assessment consists of finding out what the hazardous are, the source and level of exposure, what limitations should be made and what precautions taken.

The Health and Safety Commission has issued a guidance document entitled *COSHH: Guidance for Schools* copies of which are available from Heads of Establishments. A separate guidance document is being prepared for Higher Education establishments and both documents will be relevant to colleges of Further Education.

Heads of Departments/responsible staff should review their current procedures and precautions after considering the general assessment guidance contained in the above documents and taking into account the information which manufacturers and suppliers are legally required to provide on labels and product data sheets.

To assist establishments in the assessment process the LEA is rejoining the Consortium of Local Education Authorities for the Provision of Science Services (CLEAPSS) which will provide a useful assessment model for all departments and detailed hazard data on many chemicals.

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It is not necessary to duplicate information already available in establishments in the form of standard texts and CLEAPSS guidance although it would be useful to gather the relevant information needed for risk assessment together in a departmental 'COSHH' file.

To assist the gathering and recording of assessment information a form, List of Hazardous Substances, is attached together with examples of hazardous substances that may be found in your department.

It would be helpful if a copy of your completed forms could be sent to the Health and Safety Administrator at County Hall to aid the work of the DCC Working Group in producing general assessment information.

It is not always necessary to record assessments, (see *COSHH: Guidance for Schools paragraphs 12/13*) though it is good practice to keep a log showing what substances have been considered and when. (The List of Hazardous Substances form will fulfil this requirement). It is important that any extra precautions, other than existing written precautions, are recorded and made known to appropriate staff. It is good practice to record where existing written precautions can be found.

These precautions may be simply to open a window or follow the instructions on the label of the container, but if major procedural changes are required Heads of Department should first consult with the Head of Establishment and the appropriate County Adviser before adapting significantly existing practices.

The regulations also require records of the routine examination and test of engineering control measures (e.g. dust extraction systems) and personal protective equipment. (See pages 5/6 of *COSHH: Guidance for Schools*).

It is probable that the HSE Factory Inspector will wish to inspect these records when visiting education establishments.

#### Review of Risk Assessments

Risk Assessments should be reviewed at regular intervals, at least annually, and if there are any changes which give reason to suppose that the original assessment is no longer valid.

Before new hazardous substances are introduced into your department a risk assessment must be carried out and any necessary control measures put in place.

#### DEVON COUNTY COUNCIL - EDUCATION, ARTS AND LIBRARIES DIRECTORATE CONTROL OF SUBSTANCES HAZARDOUS TO HEALTH (COSHH) REGULATIONS

FORM BR

#### LIST OF HAZARDOUS SUBSTANCES

Please use this form to identify any substance hazardous to health that an employee/pupil may be exposed to in connection with work or study. Substances hazardous to health include irritant, corrosive, harmful, toxic substances; a micro-organism that creates a hazard to health; dust of any kind when present at a substantial concentration in air; and any other substance that creates a comparable hazard to health. Substances may be in the form of solids, powders, liquids, gases etc. Examples of the types of hazardous substances that may be found in your department are attached. (*NB: Asbestos, Lead and Ionising Radiation are excluded from these Regulations*)

PLEASE COMPLETE THE COLUMNS BELOW AS FAR AS THEY APPLY TO THE SUBSTANCE IN QUESTION. ADD COMMENTS WHERE APPROPRIATE. CONTINUE OVERLEAF AND ON SEPARATE SHEETS IF NECESSARY. IF NO HAZARDOUS SUBSTANCES ARE PRESENT AT THE WORKPLACE SEND A 'NIL' RETURN.

Name of the hazardous substance. Give maker's name/trade name if applicable 1	In what form is it present at the workplace (Liquid/solid/gas etc) 2	What chemicals does it contain? (see Label) 3	In what quantity is it normally handled? (eg pack size in kg/litres/mil etc) 4	How frequently is it used? (eg more than once a day/weekly/monthly etc) 5	For what purpose is it used?	For how long might a person be continuously exposed to it? (eg minutes/hours) 7	What form of harmful contact might occur? (eg with skin/eyes, by swallowing, by inhalation) 8		

## COSHH ASSESSMENT SIMPLIFIED FORM

The following form, designed by Geoff Tew for use with pupils to enable them to play a part in risk analysis.

It is a straightforward, user-friendly alternative way to deal with the process compared to the more complex form which already appears in the Manual under **COSHH S**chool Guidance.

It is available, via the Website version of the Manual for customisation.

Contacts

DEHSSA (See Contacts List in the Devon Education Health and Safety Manual) Or DEHSSA Helpline – 01392 382027

### **SCIENCE – PUPIL ASSESSMENT OF RISK FOR THE USE OF CHEMICALS**

Please note that this form will NOT be sufficient to replace normal staff risk assessment procedures.

Name(s)/ Group											Year / Cla	iss /Teache	er	
Title of experiment								Date						
			۲				×	N. S						
SUBSTANCE			0	Τ	H	F	Ι	С	HOW	WI]	LL Y RIS		RED	DUCE
Oxidising provides oxya helps burning		i <b>c</b> kill if swallowed Ibsorbed	h sin	<b>rmful</b> nilar to tox s dangero			Highly fla catches f		i har	<b>tant</b> rm skin but rrosive	t not		C <b>orrosive</b> attack and eyes and sk	0

SOME WAYS OF REDUCING RISK: GOGGLES; GLOVES; WASH HANDS; FUME CUPBOARD; GOOD VENTILATION; SAFETY SCREEN; APRON/LAB COAT; CONTROL HAIR/LOOSE CLOTHING

#### HEALTH AND SAFETY DIARY

THINGS TO BE DONE **TERMLY** 

Fire drill (and log)

Monitor accidents

Update manuals with new sheets

Update pupils emergency contact numbers (and staff and governors?) Inspect premises (buildings and grounds for defects, maintenance needs – use customised checklist?)

heck safety first for news, resources, information and training courses.

Meet with groups such as caretakers, cleaners, MTAs, LSAs, technicians to air views on H & S issues. Report to governors on any significant H & S issues, accidents, concerns (usually via the Premises Committee to keep full Governing Body informed) Staff should check at the beginning of each term a set of basic things which can be done in the form of a checklist e.g. that fire evacuation, first aid arrangements are posted up, that there are no obvious hazards.

#### THINGS TO BE DONE MONTHLY

Check which maintenance contractors should have called, via the wall planner, and chase any who have not appeared. Check first aid box contents and restock as required (devise standard order sheet?)

WEEKLY CHECKS Fire alarm

#### DAY TO DAY CHECKS

Report any defects in equipment or premises for remedial action. Take out of use whatever is necessary. Report any safety equipment that goes missing, e.g. fire extinguishers that are removed.

## THINGS TO BE DONE **ANNUALLY**

POLICY REVIEW

Health and Safety

Security including lone working

Emergency plan and evacuation

First aid

Admin of medicines

Road safety/road safety education

RISK ASSESSMENT

General

Curriculum areas Fire Workstation set-up COSHH PPE Manual handling

#### ASSET MANAGEMENT PLAN SCHOOL IMPROVEMENT PLAN

TRAINING NEEDS AND RECORDS This may need to be coordinated with staff appraisal. ANNUAL REPORT TO PARENTS Should include a section on security (by law) and on health and safety in general by recommendation of the HSE. MAINTENANCE CONTRACTS

Use LEA wall planner to log and monitor those contracts which are done annually (see Manual sheet)

#### PREPARE FOR H & S AUDIT OR SNAPSHOTS

Check status review sheet in manual for list of documentation that should be on the books and up to date.

# **COMPUTERS IN EDUCATION**

Following this guidance is a poster that may be copied freely and posted on or near computers which are being used, say, **the general public, community education students, etc.** It is general good practice about how to use the equipment comfortably **for non-users.** 

The ICT Advisers Team recommend schools refer to BECTA guidance. BECTA is the government agency responsible for promoting the use of educational technology and has produced a wealth of health and safety documentation covering, for example, design of computer suites, use of computers and other ICT resources. From the website <u>www.ictadvice.org.uk</u>, look under 'Admin and Policies', then 'Planning and Policies'.

Also attached is a copy of Form PD61, the Devon County form to be completed by **users** and reviewed on a regular basis (say, annually) or when the situation changes e.g. if the office is moved round or new equipment acquired. The form is available via the Forms Ordering System Ref: CNOW.

#### Contacts

ICT Advisory Staff at Great Moor House Tel: 01392 385238 Fax: 01392 384880

DEHSSA (see 'Contacts List' in Devon Education Health and Safety Manual)

## Are You Working Comfortably?

- Adjust the height of the chair so that your arms are at a right angle just above the keyboard as you would if you were going to play a piano. Ideally, your eyebrows should be about level with or just above the top of the screen, and your feet should be on the floor.
- Adjust the backrest so that it supports your lower back.
- If you find your wrists need support, please ask staff for a wristrest.
- Position the mouse so that it is within easy reach and your arm is not outstretched.
- If there is reflected glare from lights or windows, please tilt or twist the screen slightly.
- If you find the brightness or contrast is too great, you can adjust it using the two little wheels under the screen.
- Do not sit in one position for too long. Remember to take regular breaks if you are working on the equipment for any length of time.

## DISPLAY SCREEN EQUIPMENT Eye Tests/1

# EYE TESTS FOR DISPLAY SCREEN EQUIPMENT USERS

These notes outline the procedures to be followed and the allowances available to display screen 'users' who require spectacles for VDU work.

- a The term *Display Screen 'User'* is to be recognised as applying to any employee who is required to use display screen equipment (DSE) for 2½ hours or more daily.
- All current 'users' of display screen equipment are required to complete, annually, a Healthy Use of Computers questionnaire (Form PD61 available through the Forms Ordering System).
   Section 12 of the questionnaire asks if the individual has had an eye test within the last two years and whether they feel they need an eye test.
- c All 'users' requesting an eye test must do so through their Line Manager who, in turn, should refer them to the County Council's Occupational Health Unit for an eye-screening test. The Occupational Health Unit can be contacted on Exeter (01392) 877499.
- d Management should refer all new employees who are to be classed as users to the Occupational Health Unit as soon as possible after appointment. Existing staff who are not currently classed as 'users' but are to become 'users' should be treated as if they were new employees.
- e The Occupational Health Unit offers an eye screening service and will advise management and the employee concerned if any individual needs to be referred to a registered ophthalmic optician for a full eye test. If a natural defect is identified as part of the process, the individual will be informed and advised to see an optician.
- f The *referral* of a 'user' to a registered ophthalmic optician by the Occupational Health Unit for a full eye test should be to a local optician of the employee's choice. The cost of these eye tests is to be met by the employing Directorate/Unit.
- g Should the ophthalmic optician prescribe the use of spectacles (special corrective appliances) to correct vision defects a the viewing distance or distances used specifically for display screen work (normally 50cm-60cm), the cost of basic standard spectacles adequate for the task has to be met by the employing Directorate/Unit. If the optician states that the glasses are for reading and display screen work or distance including display screen work etc these do not qualify for an allowance.
- h <u>An allowance of up to £70</u>, on production of a receipt confirming the optician's prescription and supply of <u>spectacles specifically for display screen work</u>, plus eye test fee shall be reimbursed to 'users' (the sum mentioned is subject to review from time to time in the light of variations in the cost of spectacles).
- i 'Users' who currently use '*normal*' spectacles or contact lenses (corrective appliances prescribed for any other reason) are to be afforded the same expenses and allowances as other 'users' only if they are **prescribed special corrective appliances specifically for display screen work**, having first been referred to their optician by the Occupational Health Unit.

- j 'Users' who currently use 'normal' spectacles or contact lenses or who may be prescribed 'normal' spectacles (corrective appliances for any other reason) who do not require special correct appliances for DSE use are responsible for the test fees and the cost of such appliances. The County Council is not responsible for any corrections for vision defects or examinations for eye complaints that are not related to display screen work.
- k The repeat testing of 'users' via the Occupational Health Unit screening process once every 18 months/2 years is considered to be good practice. It should be noted that a 'user' who experiences visual difficulties could request a re-test by the Occupational Health Unit at any time within the re-testing period.

#### Contacts

DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual)

## HEALTH AND SAFETY (DISPLAY SCREEN EQUIPMENT REGULATIONS 1992 AS AMENDED BY THE HEALTH AND SAFETY MISCELLANEOUS AMENDMENTS) REGULATIONS 2002

Ramifications of the amendments to these Regulations made in 2002 are still being interpreted, corporately, re eye tests, training for use of personal computers and laptops. It is hoped that new guidance will be available in the very near future. In the meantime, if you have any queries ask your DEHSSA Contact Officer or the DEHSSA Helpline.

Contacts

DEHSSA See 'Contact List' in the Devon Education Health and Safety Manual DEHSSA Helpline 01392 382027

## <u>USE OF DISPLAY SCREEN</u> <u>EQUIPMENT (VDUs) IN</u> EDUCATION ESTABLISHMENTS

For the purposes of this section display screen equipment includes any alphanumeric or graphic display screen, regardless of the display process involved. 'Users' are classified as any employee who regularly uses display screen equipment as a significant part of his or her normal work.

The majority of teaching staff and pupils in education establishments will not be 'users' as defined by these regulations. Staff with an administrative role who spend a large proportion of their normal working day at a display screen may be 'users'. However, it is advisable to treat the regulations as 'good practice' in reducing risks to all occasional users.

When a member of staff is identified as being a 'user' within the scope of the regulations, the employer must assess both the display screen equipment and the workstation used and ensure action is taken to remove or reduce any risks which might exist. The employer should also provide information and training for 'users'.

'Users' in consultation with managers should plan their daily activities to ensure that they receive regular breaks or changes of activity.

All 'users' are entitled, on request, to eye and eyesight examinations at the expense of the employer. Following a test, if a 'user' is prescribed corrective spectacles for the sole purpose of display screen work, the employer must pay the standard cost of the spectacles, any extra costs, e.g. designer frames or lenses with optional treatment, must be borne by the employee. Eye screening, which will indicate possible eyesight problems, is available from the Occupational Health Unit to establishments subscribing to that service.

#### References

*Devon County Council Health and Safety at Work Manual* ICT Advice website – <u>www.itcadvice.org.uk/index.php?section=ap&catcode=asplhs03</u>

### Contacts

DEHSSA (see 'Contact List' in the Devon Education Health and Safety Manual) Occupational Health Unit (Eye Tests)

## DOGS ON SCHOOL PREMISES

### INTRODUCTION

The purpose of this sheet is to help Headteachers/Principals to deal with people who exercise dogs on school premises.

#### What To Do?

If dogs are being exercised on education premises, take the following action:

- (i) remind the person in charge/owner that this is not public open space, but private land and they are trespassing<sup>1</sup>;
- (ii) if the dog has fouled the land and the owner does not attempt to do anything, involve the District Council if the land is designated under the 1996  $Act^2$ ;
- (iii) consider taking action against the owner under Section 547 powers (see Section 3 of '*Dealing with Troublemakers*<sup>3</sup>).

#### The District Council

Under the *Dogs (Fouling of Land)* Act 1996, District Councils can designate land within their areas to which the Act applies. They then have powers to deal with an offence committed by a person in charge of a dog who does not clear up forthwith after the dog has defecated on any land that has been designated. The Headteacher/Principal should check with the local District Council to see if the school/college is part of a designated area. The person in charge of the dog can then be fined.

#### References

<sup>1</sup>Manual Sheet - *Dealing with Troublemakers* <sup>2</sup>Dogs (Fouling of Land) Act 1996 Chapter 20, HMSO <sup>3</sup>School Security: Dealing with Troublemakers DfES and Home Office

# HEALTH & SAFETY GUIDELINES FOR DRAMA CURRICULUM ACTIVTIES

The LEA, in conjunction with the Drama Adviser of the time, updated its guidance document entitled *Health and Safety Guidelines for Drama Activities* in July 2000. It covers issues such as:

- Electrical equipment
- Maintenance, handling and storage of equipment
- Moving pianos
- Safe use of access equipment
- Fire Public Performance Safety
- Special effects
- Hygiene
- Health
- Extra Curricular Activities
- Reference documents and contacts
- Health and Safety for drama lighting and equipment (written in conjunction with Stage Electrics)

The document is available, price £20.00 via the DEHSSA Helpline on 01392 382027 or via the Education, Arts and Libraries Directorate e-commerce site <u>www.devon.gov.uk/eal/dgfl</u> which can also be reached on a link from the Education Health and Safety Website <u>www.devon.gov.uk/eal/health</u>.

It was circulated, free, to all LEA Service Level Agreement Subscribers, and you may have filed it in Vol. ll of the Manual (Policies) or with the Drama Curriculum Leader.

### Contacts

DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual)

# **OCCUPATIONAL ROAD RISK**

### The Problem

Out of a total of 3,600 road accident fatalities, between 800 and 1000 occur in accidents involving vehicles being driven for work purposes.

As with other work activities, managers have a duty under health and safety law to assess the risks associated with driving when at work and to take reasonable measures to control unacceptable occupational road risks.

### What You Should Do

The starting point is to consider which members of staff use vehicles as part of their duties, and the amount of occupational driving taking place. Look at the journeys made, the vehicles used and the personal characteristics of the driver.

You are only concerned about significant risk, so if it is not a problem, stop now. If, however, staff are using their own or your vehicle(s) on business for significant periods and covering substantial annual mileage, a full risk assessment will be required.

To help you a key publication is 'Managing Occupational Road Risk' from RoSPA, and if you are proceeding with your risk assessment then it is vital to obtain this document (see 'References' below).

### Local Help

Assistance is available at Westpoint, Exeter from Devon County Council's Drivers' Centre. The Centre exists to promote road and driver safety and is a specialist wing of Devon County Council's Road Safety Unit. A variety of courses are offered to improve driver performance and safety. Look at <u>www.devon.gov.uk/devondriverscentre</u> or telephone 01392 444773.

#### References

*Managing Occupational Road Risk.* The Royal Society for the Prevention of Accidents (ISBN No 1 85088 072 7), Edgbaston Park, 353 Bristol Road, Birmingham BS5 7ST

Manual Sheet : **RISK ASSESSMENT**, **R**ecord **P**roduction *Schools Risk Assessment*' Drivers Handbook – <u>www.devon.gov.uk/private/corporate/policy/hr/health/vehicles/handbook.pdf</u> Form PD75 – website <u>www.devon.gov.uk/private/corporate/policy/hr/health/forms/pd75.doc</u>

### Contacts

DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual)

# ELECTRICAL SAFETY IN EDUCATION

With the widespread use of electrical equipment of all types in education establishments, the potential for accidents has also increased. If good practice is followed in relation to selection, maintenance and use of equipment, electricity should pose no significant risk. However, through ignorance or neglect, an electrical accident may occur causing shock, burns, fire or explosion.

The Electricity at Work Regulations 1989 set out in specific terms what may or may not be done when working with electrical systems and equipment. The Institute of Electrical Engineers publishes a Code of Practice called the IEE Wiring Regulations (currently the 16<sup>th</sup> Edition Amendments No1 2002, No2 2004). Existing fixed electrical systems installed to the current or earlier editions should be safe, providing they have been adequately maintained. The responsibility for the maintenance of fixed wiring systems in schools lies with Devon Property Practice. Systems are tested every five years in non-residential establishments and every three years in residential premises and visually checked annually. Strict requirements are laid down prohibiting working on live circuits unless it is reasonable to do so and a range of precautions to prevent injury have been put in place.

It is important that, whenever any electrical work is undertaken, it is carried out by a competent person (one who has sufficient knowledge, training, skills and experience). For instance, one Local Education Authority was prosecuted in 1989 for unsafe wiring, which had been done by a 16 year old pupil and not been checked by a competent person. The likelihood of this sort of occurrence is usually associated in school with such areas as drama and music.

Whilst the responsibility for fixed wiring systems lies with the Property Practice, under local management education establishments must ensure that all portable electrical equipment is inspected and tested. To this end, it is recommended that an inventory of all electrical equipment be held by each establishment. Procedures and arrangements must be in place to ensure the safety of electrical equipment used by other groups in schools, such as Community Education classes, clubs, PTAs etc. Guidance on the inspection of portable electrical equipment and suggested periods for the testing of different types of equipment is given in the Health and Safety Executive's booklet *Maintaining Portable Electrical Equipment in Offices and Other Low Risk Environments* (IND (G) 236).

### References

HSE *Maintaining Portable Electrical Equipment in Offices* and other low risk environment IND (G) 236 Specific reference is also made in Devon Education curriculum documents *Inspection Checklist for Safety Representatives* (BR94) - Devon Education

### Contacts

Devon Property Practice DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual)

# **EMERGENCY PLANNING** Bombs and Packages

The aim of this sheet is to help you think about emergencies resulting from bomb threats, postal bombs and other suspect packages. It should be considered for inclusion within the establishment's own emergency plan. You need to ensure that you consider the information below, and the attachments, with the aim of taking appropriate precautions for your staff.

### BOMBS:

The basic advice from the Police is BE ALERT! If you see anything suspicious

- Keep calm
- Keep clear
- Don't touch
- Phone the Police 999

The attached notes should also be consulted. (These were produced for the Libraries Service).

### POSTAL BOMBS:

The basic advice from the Police is BE ALERT! Any one of these indicators should alert you to the possibility that a letter or package contains an explosive device.

- Any unusual smell
- Weight distribution uneven
- Visible wire or tin foil
- Poor handwriting, spelling or typing
- Wrongly addressed
- Envelope or package heavy for its size
- Came from unexpected source
- Too many stamps for its weight
- Excessive wrapping tape or staples
- Delivered by hand or an unknown source
- Grease marks on the envelope or wrapping

If you suspect that a letter or package many contain a bomb:

- Put it down and walk away from it
- Tell everyone to leave the area
- Sound the alarm
- Phone the Police 999

## **Chemical And Biological Threats**

Although the risk of receiving a suspect package, is extremely low. Staff who open mail or otherwise may come into contact with a suspect package, should:

- Handle it with care
- Don't shake or bump
- Don't open, smell or taste
- Place the package in a sealed bag or container
- Shut windows in the room
- Evacuate the room, closing the door
- Switch off any ventilation systems
- Inform your line manager/headteacher
- Phone the Police 999
- Compile a list of all staff and visitors names, location within the building and contact details

### **KEY POINTS:**

Attached is an extract from the Home Office Publication "*Bombs Protecting People and Property*". It lists the key points and will help you decide if you wish to obtain the full publication which is free of charge. It will also help you in deciding if your present arrangements for security are both suitable and appropriate for your establishment.

### **REFERENCES:**

Bombs – Protecting People and Property – Home Office Public Relations Branch (March 1994)

Business as Usual – Maximising Business Resilience to Terrorists Bombings – A Handbook for Managers Rev. February 1999

*Biological/Chemical Threats by Post*, HSE www.hse.gov.uk and Home Office *www.homeoffice.gov.uk/oicd/biothreats.htm* 

Also DfES <u>www.dfes.gov.uk/sept11guidance</u>

This Manual – "Emergency Planning" and "Security"

**Contacts:** 

DEHSSA – See 'Contact List' in the Devon Education Health and Safety Manual Your local Crime Reduction/Prevention Officer

#### BOMB THREATS

The attention of members of staff must be drawn to this instruction AT LEAST ONCE A YEAR.

In shared premises, where there are existing emergency procedures in force agreed with other users, senior members of staff must comply with these.

### PARCEL AND LETTER BOMBS

- 1 All members of staff who open mail must be on the look out for suspicious looking letters and parcels.
- 2 Watch for the following *before starting* to open mail:
- a Regard any of the following as potential bombs:
  - i Parcel/letters with greasy marks
  - ii Parcel/letters smelling of almonds or marzipan
  - iii Parcel/letters with wires or metal strips poking out
  - iv Parcel/letters sounding of loose metal
- b Treat with caution if you notice one or more of the following:
  - i Parcel wrapped in re-used brown paper
  - ii Parcel with address hand written direct onto wrapping paper
  - iii Parcel/letter addressed in illiterate hand
  - iv Parcel/letter from unexpected foreign address
  - v Parcel/letter has springiness in sides
  - vi Parcel/letter over heavy for size
  - vii Parcel packed lop-sided
  - viii Envelope with pin holes or perforations in odd places
- c Treat with caution if one or more of the following are observed:
  - i Parcel/letter with ordinary postage stamps instead of *meter strip*
  - ii Letter in plain envelope with no details of sender, especially if hand-written
  - iii Envelope stiffened with card or metal
  - iv Letter over 60 grams (i.e. over usual postage rates)
  - v Letter over quarter inch thick
- 3 If a parcel or letter is suspect:
  - a EVACUATE THE IMMEDIATE AREA: the bomb might explode before the experts get to it
  - b CALL THE POLICE AT ONCE Dial 999
  - c NEVER PUT A SUSPECT PACKAGE IN WATER. Explosive devices are designed to go off when opened water dissolves the glue holding the packet together
  - d Police may advice EVACUATION OF THE BUILDING. For procedure if advised to evacuate see: BOMB THREATS - EVACUATION OF PREMISES

## **BOMB THREATS TELEPHONE CALLS**

- 1 TREAT ALL TELEPHONE BOMB THREATS SERIOUSLY
- 2 The member of staff receiving a telephone bomb threat must try to obtain as much useful information as possible from the caller, eg ask previously where the bomb has been placed.

Details of the telephone call must be recorded on the appropriate form (sample attached).

- 3 The member of staff who took the call must inform senior member of staff on duty immediately.
- 4 The senior member of staff on duty must CALL THE POLICE AT ONCE. Give them all relevant information.
- 5 If instructed by the police, EVACUATE THE BUILDING.

### UNATTENDED BAGGAGE/SUSPICIOUS PACKAGES.

- 1 Encourage library users to keep their personal baggage with them at all times.
- 2 Treat any unattended baggage/packages with caution.
- 3 Leave item where it is and try to discover whether its owner is in the library.
- 4 If item remains unclaimed, before moving it read the instructions relating to parcel and letter bombs.
- 5 If baggage or package is suspect:
  - (a) Evacuate IMMEDIATE AREA: the bomb might explode before experts get to it.
  - (b) CALL POLICE AT ONCE.
  - (c) NEVER PUT A SUSPECT PACKAGE IN WATER. Explosive devices are designed to go off when opened water dissolves the glue holding the packet together.
  - (d) Police may advise EVACUATION OF BUILDING.

#### <u>REMEMBER</u> IT IS BETTER TO BE SAFE THAN SORRY. IF IN DOUBT TREAT THE BAGGAGE OR PACKAGE AS IF IT IS A BOMB.

### **BOMB THREATS EVACUATION OF PREMISES**

NB THESE ARE GENERAL INSTRUCTIONS. CONSULT OUR OWN SPECIFIC INSTRUCTIONS FOR LOCATION OF FIRE EXTINGUISHERS, EMERGENCY EXITS, ASSEMBLY POINT AND OTHER INFORMATION RELATING TO YOUR LIBRARY.

- 1 Senior member of staff on duty will:
- (a) Delegate member of staff to telephone police, giving all available information (unless police are already aware of the situation)
- (b) Organise evacuation of public and staff with instructions to retreat well away from the building at least 100 metres/yards where there is a danger of flying glass.
- (c) Place your '**BUILDING EVACUATED'** notice in a prominent position outside the library.
- (d) Inform users of shared and adjoining premises of evacuation (where applicable).
- (e) Warn all members of public approaching building to keep back.
- (f) Await arrival of police.
- 2. If a suspicious object is found, DO NOT TOUCH IT. The police will deal with any suspect package.

- 3. Senior Member of staff will follow advice of police on what to do following a bomb threat evacuation. If and when police advise that a search can be undertaken, they may need assistance of volunteers from library staff familiar with the building. Priority should be given to entrance hall and downstairs areas.
- 4 Police will decide, in consultation with senior member of staff on duty, when re-occupation of building is possible.
- 5 As soon as practicable, inform your District Librarian of evacuation. If necessary, use your EMERGENCY CONTACTS LIST Front of Manual to summon assistance.
- 6 Details of incidents should be carefully recorded and collated by the District Librarian for future reference and a copy forwarded to the Personnel section at Barley House.

SUPPLEMENTARY NOTE ON BOMB THREATS - SEARCH AND EVACUATION PROCEDURES
Action by telephonists on receipt of a threat
1 IMMEDIATE
<ul> <li>Immediately alert a senior member of staff if possible but DO NOT PUT DOWN THE HANDSET OR CUT OFF THE CALLER</li> <li>Obtain as much information as you can</li> <li>Try to keep the caller talking (apologise for bad line, ask him/her to speak up etc)</li> <li>Complete this form as you go along asking questions in sequence as necessary.</li> </ul>
Message (exact words)
· · · · · · · · · · · · · · · · · · ·
Where is it?
What time will it go off?
What does it look like?
What kind of bomb is it? (type of explosive?)
Why are you doing this?
Who are you? Name:
Address:
Time of call:
The member of staff receiving a telephone bomb threat must try to obtain as much useful information as possible from the caller, e.g. <u>ask precisely where the bomb has been placed.</u>
The member of staff who took the call must inform senior member of staff on duty immediately.
The senior member of staff on duty must CALL THE POLICE AT ONCE. Give them all relevant information.

## EMERGENCY PLANNING Bombs & Packages 7/8

2 COMPLETE THE FOLLOWING AS SOC	ON AS PRACTICABLE
DETAILS OF CALL	
Man Womar	n Child
Old/Young	Not known
SPEECH	
Intoxicated	Irrational
Rambling	Speech Impediment
Laughing	Serious
Accent	
Was the message read or spontaneous?	
DISTRACTIONS	
Any noise on the line?	
Coin operated phone box?	
Operator?	Interruptions?
Anyone in background?	
OTHER NOISES	
Traffic	Talk
Typing	Machinery
Aircraft	Music
Children	Other
Person receiving call	
Number of telephone on which call was received	
This form is based on an example from "Bombs - D	Defusing the Threat" published by the Metropolitan Police.

#### **KEY POINTS**

Carry out an assessment of the terrorist threat to your organisation and keep it in mind when considering protective security measures (Section 1).

Ensure that your security and post room staff know how to identify and deal with terrorist bombs. Consider introducing detection equipment (Section 2).

Introduce suitable physical security measures including window filming (Section 3).

Control access to your premises (or at least to non-public areas) where possible (Section 4).

Consider searching people's bags before allowing them to enter your premises (Section 5).

Follow good housekeeping principles to reduce the opportunities for terrorists to plant devices undetected (Section 6).

Undertake regular routine searches in shops and other places to which the public have access, particularly after close of business each day (Section 6, Section 12).

Encourage your staff to be vigilant (Section 7).

Consider installing closed circuit television, but follow 'best practice' guidelines (Section 8).

Appoint a single person to be responsible for implementing counter terrorist security precautions (Section 10).

Ensure that your staff (particularly switchboard operators) know how to deal with telephone warnings (Section 11).

Draw up plans for searching your premises (Section 12).

Identify a bomb shelter area (if appropriate), decide on an evacuation strategy and make evacuation plans (Section 13).

Make plans for recovering from bomb damage and disruption (Section 14).

Work out how you are going to deal with the media (Section 14).

Test your plans frequently and evaluate the results.

Make contact with your police Crime Prevention Department and approach them for any advice which you need.

# **EMERGENCY PLANNING**

### For Schools that have been designated as Emergency Rest Centres

As part of the County Council's plan for dealing with major emergencies that may affect whole communities, certain schools have been designated as Emergency Rest Centres (ERC) for the immediate care of those being evacuated from their homes etc.

EAL Directorate Support will act as the Directorate's Liaison Office between the LEA and the ERC, which will be managed by Social Services, supported by other agencies and voluntary organisations.

### Activation

To activate an LEA ERC, EAL Directorate Support will contact the nominated keyholder to ask for the premises to be opened and inform the caterers of potential feeding requirements. If the incident occurs during the school day, the Headteacher/Bursar will be contacted instead. Any changes to nominated keyholder details should immediately be notified on line

<u>www.devon.gov.uk/eal/dgfl/forms/keyholders.html</u>. Devon County Council control room will have details of keyholders. If the ERC is not an LEA school it will be activated by the County Council's Emergency Planning Service.

### Resources

The main resources controlled by the Directorate are County school buildings. It may be possible to use Voluntary Aided school premises if prior permission is obtained from the school governors.

The catering contractors are currently required to provide catering on a 24-hour/365-day basis throughout an emergency and to carry out all instructions and directions of the Directorate.

Transport needs are the responsibility of the County's Environment Directorate through the Transport Co-ordination Service and will be activated by the Emergency Planning Service.

### **County Emergency Centre**

County Hall has an emergency centre which is used to co-ordinate centrally the County Council's response in the event of a major emergency. Trained Officers from the EAL Directorate will be involved in staffing the centre on a 24-hour basis to co-ordinate the Directorate's role and responsibilities.

### **Emergency Enquiry Line**

Where required the County Council will establish an emergency enquiry line at County Hall.

### **Libraries and Public Information**

To support communities, County libraries may be used to prepare, display and update local information about the emergency.

### References

See other **EMERGENCY PLANNING** references in *Devon Education Health & Safety Manual* Education, Arts and Libraries Directorate "*Response to a Major Emergency - Aide Memoire*" (August 2000)

Contacts

Keith Anderson - EAL Directorate County Hall – 01392 383369 DEHSSA (see 'Contact List' in the Devon Education Health and Safety Manual)

# **EMERGENCY PLANNING**

## FOR EVENTS SUCH AS SCHOOL TRIPS, LOCAL WIDE-SCALE INCIDENTS etc

It is not practical to think that a serious accident will never touch the life of a school, since tragedies like Lands End and Lyme Bay have proved the 'it'll never happen to us' school of thought painfully wrong. There is a need for schools to look at not only what arrangements they have in hand to deal with fatal accidents, but also those of a less serious nature but possibly just as shocking or upsetting for staff and pupils, e.g. a tragedy involving children from many schools such as the fire at Bradford football stadium or the sinking of the 'Herald of Free Enterprise'.

The emotional effects of disasters on children (and staff) are not always immediately obvious to parents or other staff. Children, particularly, may find it difficult to confide their distress to adults as they know that it will upset them. In some children the distress can last for months, even years, and may also affect their academic attainment.

There is a **comprehensive network of support** available from various departments of the County Council, e.g. a Press Officer to deal with media requests for information, a Counselling Service to assist in dealing with the trauma (for staff and pupils), Educational Psychologists for longer term problems, the County Solicitor and Insurance Section in the Chief Executive's Directorate to assist with the legal side of things etc. How this assistance comes into play will be elaborated on after the things that schools need to make sure they have dealt with.

As a matter of course all schools should hold in school an **up-to-date contact name** (and what the relationship is), **address and telephone number of each pupil**. These need to be checked regularly for accuracy and particularly when children are to be involved in any out-of-school activity of whatever duration, e.g. an evening trip to the theatre may require a different contact number from that held for use during the day.

### Planning

*Outdoor Education, Visits and Off Site Activities* (May 1999 – rev January – 2003) is a valuable guide to the **preparations** needed for any **off-site activity** to avoid problems, giving a planning checklist, risk assessment forms, a checklist of information for parents/guardians/carers and advice on **emergency procedures to party leaders**. As that advice is specifically targeted at party leaders, however, it is useful here to look at a wider context - for example what happens back at school when an emergency is reported.

When planning a trip a **master sheet of full contact details** 'in the event of an emergency' needs to be completed by the member of staff leading the activity and copies given, at least, to the Head and Deputy and the Chair and Vice-Chair (or other nominated representative) of Governors since they will be first in the line of communication in the event of an emergency.

A copy should also be held by all adults accompanying pupils and the pupils made aware of this. This ensures that the staff who are away have the means to contact those back at school and also the Director of Education, Arts and Libraries and other support staff in the event of an emergency, and vice versa (see suggested format attached). A mobile phone carried by accompanying staff on an off-site trip can be a useful item of additional equipment and may save valuable time in the event of an emergency. However reception and technical difficulties arise easily with mobiles, thus their use, when available, should complement and not replace traditional safety and communication procedures.

Once contact is made with the Director of Education, Arts and Libraries the County's chain of support staff can be enlisted as necessary. It is important to decide on a **base for issuing information, and possibly receiving groups of people** - families may want to come to a centre to await further news if details of an incident remain unclear - the school may not always be the most appropriate place since it is readily accessible to media intrusion thus some location apart from the school may need to be considered. **The Press Officer** will be able to help with past experience of sensitive situations. Extra phone lines may also be needed or a decision on one line for in-coming calls another for out-going only. Other appropriate officers that may be asked to assist are the Counselling Service who may be needed to support those involved in coming to terms with what has happened; the County Solicitor's staff in obtaining information and statements re any accident and looking at the question of liability of those concerned (legal liability should not be discussed or admitted); the Education Directorate's Health and Safety Executive. He/she (possibly with an HSE Inspector) subsequently will thoroughly investigate an accident, not with a view to attributing blame, but with the positive attitude of learning from the experience of the accident/incident which has occurred. Any other assistance or response that may be required from the school will be dealt with as necessary.

An extremely useful booklet called 'Wise Before the Event' (see below) was circulated to schools in 1993 and this is a very good digest of information on traumatic events and their aftermath which may help all involved to be exactly that, i.e. wise before the event.

### References

- <u>Wise Before the Event</u> by William Yule & Anne Gold (1993) (ISBN 09033 19 66 7)
   Published by Calouste Gulbenkian Foundation, 98 Portland Place, London W1N 4ET
- Outdoor Education, Visits and Off Site Activities, (May 1999 rev January 2003)

### Contacts

- DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual)
- County Adviser for Outdoor Education

## SCHOOL ACTIVITY EMERGENCY CONTACT LIST

### FOR COMPLETION ON APPROVAL OF ACTIVITY

(A copy of this sheet to be held by all school personnel listed as contacts below)

Destination: (State location address and telephone number and contact name if possible)

Proposed Dates	:	
Group Leader:		

Other accompanying adults: .....

.....

No. of Pupils involved: ..... (Attach updated list of pupil names and contact numbers)

### EMERGENCY PLANNING Off-site Emergencies /4

**School Contact telephone numbers for group** to use in case of emergency (in order of priority but a cascade system should apply - sufficient numbers are needed to ensure that contact can be made if those at the top of the list are unavailable and that a day and evening number is recorded where appropriate).

Head of Establishment:			
Daytime Tel:	Evening Tel:	Mobile:	
Deputy Head:			
Daytime Tel:	Evening Tel:	Mobile:	
Chair of Governors:			
Daytime Tel:	Evening Tel:	Mobile:	
Vice Chair of Governors:			••••
Daytime Tel:	Evening Tel:	Mobile:	
Other nominated Governor: .			
Daytime Tel:	Evening Tel:	Mobile:	
Other Member(s) of staff:			•••••
Clerk to the Governors:			•••••
Daytime Tel:	Evening Tel:	Mobile:	
		ectorate Support either by the group or the lerarchy should be tried until contact is ma	
Directorate Support: 0139	2 383369		
LEA Health & Safety Officer			

The Director for Education, Arts and Libraries will be alerted via one of the above, if necessary.

In the unlikely event that contact is not possible with any of these personnel, the County's Emergency Officer should be contacted on 01392 872291 - he is based at Devon Fire and Rescue Headquarters, Clyst St George, Exeter EX3 0NW. There is 24 hour cover of this Department and staff there will be able to advise on a course of action and mobilise support staff is necessary.

# **EMERGENCY PLANNING**

### FOR EVENTS SUCH AS A SCHOOL FIRE, GAS LEAK, DELIBERATE ACT OF VIOLENCE, DEATH OF A PUPIL OR MEMBER OF STAFF, etc

It is not practical to think that a serious accident will never touch the lift of a school, since accidents have proved only too clearly that the 'it'll never happen to us' philosophy could not be more wrong. There is a need for schools to look at not only what arrangements they have in hand to deal with fatal accidents, but also those of a less serious personal nature but possibly just as shocking or upsetting for staff and pupils, e.g. a fire destroying part or all of the school.

The emotional effects of disasters on children (and staff) are not always immediately obvious to parents or other staff. Children, particularly, may find it difficult to confide their distress to adults as they know that it will upset them. In some children the distress can last for months, even years, and may also affect their academic attainment.

There is a comprehensive network of support available from various departments of the County Council, e.g. a Press Office to deal with media requests for information, a Counselling Service to assist in dealing with the trauma (for staff and pupils), Educational Psychologists for longer term problems, the County Solicitor and Insurance Section in the Chief Executive's Directorate to assist with the legal side of things etc. How this assistance comes into play will be elaborated on after the things that schools need to make sure they have dealt with.

The two most frequent on-site emergencies are likely to be the need to evacuate the building or a serious/fatal accident.

### Evacuation

Schools may need to be evacuated for a variety of reasons - gas leak, heating failure, burst pipe etc - and it is important for schools to work out a routine for this in order to avoid possible complications. We are very good at evacuation drills, we know, but extend this to the possible fact that you cannot go back into the building and must disperse the children and you will see that you need to plan carefully how you handle this.

One of the major logistical problems immediately apparent is where to put the children until such time as their parents can be located and they can go home. This is a difficult problem, particularly for secondary and special schools whose pupils come from a wide catchment area and thus transport may need to be organised for them. Part of the site may be usable, however, e.g. mobile classrooms, and this may help in the short term, but **you may need to find a holding space for the whole school.** 

As a matter of course all schools should hold in school an **up-to-date contact name** (and what the relationship is) **address and telephone number for each pupil**. These need to be checked regularly for accuracy and arrangements must be made for a nominated person (with substitutes) to take this record with them on evacuation of the building, along with any signing in/out registers, in order to establish a correct tally of people on site and account for them. You will obviously need access to a telephone. Below is a planning checklist that it is hoped will assist with your preparations:

### Planning Re: Evacuation

If you project the need to close the school once everyone has been evacuated:

- 1 Decide on a holding area local to the school, where children may wait for collection under supervision. Where possible this should be previously agreed, e.g. a neighbouring school, church hall, local pub function room, etc.
- 2 Establish a telephone line, i.e. a mobile phone if the school possesses one, or use of the telephone in your temporary location and ask BT (or whoever) to transfer all calls from the school to that nominated number they will normally do this for free, however do not forget to cancel the facility as soon as everyone is safely on their way. You might also consider use of two telephone lines since if you are trying to phone out to locate parents, they are not going to be able to get through on the same line as it will be persistently engaged.
- 3 Telephone the Group Manager Directorate Support to inform him/her of the situation and the arrangements you have made so far.
- 4 Telephone the School Transport Section to inform them of the situation and discuss arrangements if appropriate.
- 5 Make contact with as many emergency contacts as possible and arrange for children to be returned into their care as far as you can.
- 6 Depending on the time of day and from where school meals are provided, discuss with the appropriate kitchen staff how a meal may be provided for those remaining.
- 7 Have prepared a plan for occupying the pupils while they wait to return home.

### Serious/fatal Accident

If a serious or fatal accident takes place at school, once the victim has been dealt with you should telephone the Health and Safety Office at County Hall who deal with accident reporting since it may require an immediate telephone call to the Health and Safety Executive (HSE) (see *Accident Reporting Procedure* in Devon Education Health and Safety Manual). By arrangement, either you or that officer should complete an F2508 form if appropriate which needs to reach the HSE within 10 days of the accident, as well as the appropriate County form. The Assistant Education Officer (Health and Safety) at County Hall who will inform the Director of Education, Arts and Libraries if appropriate. You will need to consider at what point you inform the Chairman of Governors and/or the governing body.

You should:

- Obtain names, addresses and telephone numbers of all witnesses to the accident, whether or not they are DCC employees;
- Obtain written statements as soon as possible after the accident, headed 'For the purpose of litigation'.
- Take photographs of the scene to illustrate what happened, if possible, and where. Discuss with your LEA Health and Safety Officer the detail of information you need to establish (measurements etc) and whether he/she needs to visit.
- Retain and preserve all equipment or materials in use when the accident occurred in a secure place. These may need to be examined by the HSE Inspector and this should certainly be part of your own and the LEA's investigation process.

Then the procedure falls very much into the same style as for an off-site emergency you may need to contact the Press Officer, the County Solicitor's staff and the Insurance Section at County Hall (in consultation with your LEA Health and Safety Officer).

You may need to consider bringing in counsellors for witnesses who have become distressed or reminding them of the availability of the service, etc.

### References

See Accident Reporting Procedure in Devon Education Health and Safety Manual

### Contacts

DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual) Directorate Support - Keith Anderson 01392 383369

## SOME SAMPLES OF SCHOOL CRITICAL INCIDENT/EMERGENCY/SCHOOL CLOSURE PLANS

Below are a variety of existing school emergency procedures which may give you some ideas and a basis from which you can start to create your own.

It is vital that schools have a documented, tried and tested critical incident procedure – when something happens is too late to try and define arrangements. It is also vital that the procedure operates without the Head's/Senior Management direction as, perversely, an incident is likely to occur when they are off-site.

You can incorporate some of the procedures from your fire evacuation and severe weather procedures, as some of these schools have done, as these already exist. Procedures for informing the LEA will need to be updated as arrangements change.

(1)

### EMERGENCY PROCEDURES

An emergency is difficult to define. It may be a fracture, food poisoning or a fatality, or any illness requiring immediate medical treatment. It may on the other hand be missing children who are soon found or a coach crash in which no serious injuries area sustained. The following notes are for guidance. The procedures will not apply to all emergencies.

- 1 Ascertain the nature and extent of the emergency.
- 2 Render first aid and attend to the casualty(ies)
- 3 Make sure all other group members are accounted for, are safe from danger and are well looked after.
- 4 Call the emergency services as required. The police will take any statements. An adult from the party should accompany any casualties to hospital.
- 5 Collect the remainder of the group and arrange for their return to base.
- 6 Arrange for one adult to remain at the incident site to assist or liaise with the search/rescue/emergency services.
- 7 Contact off site-base (outdoor centre, hotel, youth hostel etc).
- 8 Contact Head, emergency contact point, or designed senior member of staff.

Give the following information:
Your name
Nature, date and time of incident
Location of incident
Details of injury
Names and telephone numbers, if necessary, of individuals involved
Action taken so far
Telephone numbers for future communication. For serious incident, where the media may be involved, try to identify alternative 'phone numbers at "home" and "off-site base" as other lines will quickly become jammed.
The Head or designated senior member of staff should contact the Director of Education, Arts and Libraries and appropriate County Council Department to give details as above. Identify action required, which may include financial assistance. Alternative and additional telephone lines may

need to be identified at an early stage.

9

- 10 The Head will arrange to contact parents/carers of those involved as soon as possible. For a serious incident the Head should contact parents of all party members. It is also the responsibility of this person to act as a link between the group involved, the Head, the Chair of Governors, the Council and parents.
- 11 The Director will liaise with the media via the Press Office at County Hall. A designated person should act as the ongoing point of contact with the media to whom all involved should direct questions and requests. This person will need to liaise with the emergency services, perhaps on site.
- 12 Write down all relevant details whilst still fresh in the memory. Other groups leaders may be asked to do the same. A record should be kept of names and addresses of any witnesses. Keep any equipment involved in its original condition.
- 13 Restrict access to the telephone until you have informed the Head and there has been sufficient time for the Head to contact those directly involved.
- 14 Legal liability should not be discussed or admitted.
- 15 Refer requests from the media to the designated individual as identified above.
- 16 Complete all accident forms and contact insurers.

NB: Keep details of these emergency procedures to hand and ensure that you have the means of implementing them.

### (2A)

### SCHOOL CLOSURE : EMERGENCY PROCEDURE

Decision to close the school made by Principal in consultation (where possible) with Chair of Governors.

### 1 SCHOOL CLOSURE OVER-NIGHT

- In bad weather Assistant Head (staff and students) and school administrator will come into school and advise the Principal of the weather conditions.
- The school administrator and other administrative staff will operate the switchboard. The school initially remains open for all students within walking distance.
- The Principal will contact the LEA –
- Staff Contact List will be operated (see attached)

Staff are requested to report to school if possible, to look after any students who attend. Staff who are not able to attend, must report to their nearest school and offer their services.

 Local Radio stations will be contacted by the Principal: Radio Devon 01752 234511 (NB: The School's DfES number must be given) • The Principal will contact the School Transportation Centre to inform all transport contractors:

#### **ADVICE LINE:**

- Senior staff on site to organise groups/lessons for students until they can return home. Every effort will be made to contact parents. Assistant Headteacher (students and staff) will close the school when all students have left safely. Senior staff to release teaching staff as appropriate and/or when school officially shut and all students have left site.
- If possible, Assistant Headteacher (students and staff), school administrator and other administrative staff will remain in school to operate the switchboard.

#### (**2B**)

#### 2 SCHOOL CLOSURE DURING THE DAY

- The Principal will contact the School Transportation Centre to confirm transport available. ADVICE LINE
- The Principal, assistant Headteacher (students and staff) and school administrator will consult re: subsequent closure.
- Local Radio stations will be contacted by the Principal as soon as possible Eg Radio Devon: 01752 234511 Lantern Radio: 01237 424777
- The Principal will inform the Chair of Governors and will close the school when all students have left safely. Senior staff to release teaching staff as appropriate and/or when school officially shut and all students have left site.
- If possible, assistant headteacher (students and staff), school administrator, and other administrative staff will remain in school to operate the switchboard.

(3)

### **EMERGENCY PLANNING**

This plan is to be used in the event of the school needing to be evacuated.

- Children and staff must move quietly and quickly to the rear playground where further instructions will be supplied by the headteacher or member of staff in charge.
- Staff take mobile phones if available in class.
- Administrator and headteacher to collect contact telephone numbers, cordless phone and key to church from the office.
- LSA to unlock the church.
- Children move quietly and quickly in orderly manner to the church via the rear playground steps. Children with disabilities to be helped by Learning Support Assistant.

- Support requested from Hill House Nursery if necessary.
- Administrator co-ordinates telephone calls asking each parent to contact second one. All available phones put to use.
- Children to be kept amused/entertained/busy by all staff not involved in phoning parents.
- On arrival to collect children parents park in Hill House Nursery and walk to church via the pathway.
- In the event of it being impossible to contact parents, a child may go home with a friend. Parents to be contacted by named person as soon as possible and notified of position.
- Contact Education Office and advise them of the situation: Contact name/number to be confirmed.

# **ENVIRONMENTAL HEALTH Pests - Prevention and Control**

It is important that pests are discouraged from school sites and buildings because of the health risks they carry with them. Premises should be maintained free from pests, and in order that they are not encouraged to enter buildings, it is important that they are not provided with a suitable habitat and food supply.

The most common pests are rats, mice, flying and crawling insects plus domestic animals. The most likely places to attract pests are the refuse storage and kitchen areas. The following guidance may help you to ensure that correct preventative measures and procedures are in place.

### **REFUSE AREAS**

- Food waste should be stored in polythene bin liners, kept inside a covered bin;
- Store bins away from doors and windows;
- Do not allow bins to overflow;
- Clean and disinfect areas regularly.

### SITE

• Dispose of old timber, carpet and any other debris that may provide a habitat for vermin.

### PREMISES

- Fill all holes and cracks where creatures might enter;
- Ensure areas where food has been prepared or served are thoroughly cleaned after use;
- Ensure that all food stuffs are stored in sealed containers.

### **References:**

COSHH - Rat Poison (Devon Education Health and Safety Manual)

### **Contacts:**

DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual)

For advice and eradication of rodents and insect infestations (including wasp nests) contact: The Local District/City Council Environmental Health Department 'Pest Control', Unit 37, Old Mill Industrial Estate, Stoke Canon. Tel: 01392 841080 Rentokil. Tel: 01752 222242 Local Bee Keepers may be willing to remove swarms.

## MAINTENANCE & OPERATION OF PRIVATE WATER SUPPLY TREATMENT PLANTS

Some establishments in the County have a private water system which needs a particular procedure to keep it safe for drinking. The following guidance, provided by an Environmental Health Officer, may assist in putting the appropriate procedures in place.

- 1 There should be recognition from line managers of the importance of maintaining a safe and wholesome water supply and an understanding of the consequences of not doing so.
- 2 Operators and line managers should have a thorough knowledge and understanding of the water treatment process; what it does, why it does it, and how it does it.
- 3 A written system of maintenance and checks should be instigated that takes account of fluctuating demand and fluctuating levels of pollution;
- 4 In particular the following areas of common problems should be addressed:
  - a Raw water sources should be checked daily to ensure filters and screens are functioning and for supplies other than surface waters to check there is no surface water ingress;
  - b Sand filters should be checked daily to check they are functioning and 'backwashing' adequately;
  - c Chlorination systems should be checked daily or more regularly where there is increased demand or increased levels of pollution at source. Care should be taken to ensure that hypochlorite levels are sufficient for sterilisation and that there is sufficient hypochlorite at source and no airlocks preventing supply;

Remember chlorine takes 2 to 4 hours to be effective and the more pollution there is the more chlorine is needed.

- d Micro-filters should be checked daily and, when dirty, changed. A residual stock of these should be kept on the premises and staff made aware that the more cloudy and peaty a source water is, the more the filters need changing;
- e UV systems should be checked daily. Tubes should be changed every six months. Glass tubes should be cleaned every month, or more frequently if filters fail. Care should be taken not to handle the glass with uncovered hands.

### Reminders

- a If visitors are ill with diarrhoea and/or are vomiting, always suspect the water supply and check the system. Advise the Local Authority Environmental Health Department who can arrange for a water sample to be taken.
- b If the final water is not crystal clear, something is wrong! Action must be taken.

Where chlorine is used as a disinfectant it is a good idea to obtain a chlorine test kit, to assess chlorine levels at the point of use.

This guidance will apply to very few establishments throughout Devon, but Colleges which have their own outdoor education and residential centres may well have a private water supply and thus will need to be aware of the guidance, and draw up their own operating procedures.

Reference: Legionella (Devon Education Health and Safety Manual)

Contacts

DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual)

# EVACUATION OF PERSONS WITH DISABILITIES

In the event of a fire, the evacuation of staff, pupils or members of the public with disabilities may cause particular difficulty.

Where possible, disabled persons should be located within the building so that they can be evacuated with the minimum of assistance. Where people with mobility problems only need access to the ground floor the provision of adequate ramps, to accommodate changes of level on all escape routes, may be all that is required. However, where the location involves the use of a staircase for evacuation, a refuge or place of safety at the upper level should be established where any person unable to negotiate the stairs can wait in safety for assistance.

The use of a lift is only accepted as a means of escape if it complies with the relevant standard, and has been approved by Devon Fire and Rescue Service. The use of stairlifts in schools is not recommended.

In reviewing the Fire Risk Assessment and Emergency Plan for your premises it is also necessary to consider the particular needs of those with poor hearing, poor sight and any other form of disability. There may also be individuals who have temporary disabilities such as broken limbs, or who are pregnant and will also need particular consideration.

### References

Fire Precautions Guide and Log (BR91) - DCC Fire Precautions (Workplace Regulations 1997) - HMSO BS5588 - 1997 Fire Precautions in the Design, Construction and Use of Buildings Part 8 : Code of Practice for Means of Escape for Disabled People Fire Safety : An Employer's Guide - HMSO

### Contacts

DEHSSA (see 'Contacts List' in Devon Education Health and Safety Manual)

# FIRE FIGHTING EQUIPMENT

### **Installation Of Equipment**

Water and foam extinguishers should be of about 9 litres capacity and dry powder types should contain about 1.5kg powder. Carbon dioxide extinguishers should contain not less than 2.5kg carbon dioxide, 1.5kg when used in laboratories or housecraft rooms. Extinguishers should conform to BS5423.

In addition to the extinguishers provided in accordance with the table below, water extinguishers should be provided throughout the building so that the walking distance to the nearest of these extinguishers does not exceed 30m from any point. Extinguishers should be placed on escape routes; if in a room the extinguisher should be near the door. There should be an extinguisher adjacent to every fire warning call-point. A shelf or bracket should be provided for every extinguisher so that the handle or carrying device of the extinguisher is about 1.1m above the floor level. (The recommendations about the placing of extinguishers also apply in general to the extinguishers mentioned below).

Two buckets of sand should be provided in every laboratory.

A fire blanket in a suitable container fixed to the wall should be provided, adjacent to the fire extinguisher, in every kitchen, laboratory, housecraft room, pottery craft room and metal workshop and every assembly hall.

### Installation of Fire Extinguishers in Areas of High Fire Risk

Location	Type of Extinguisher
Every craft room Every workshop Stage of every assembly hall	Water
Every laboratory* Every housecraft room#	Foam or dry powder
Every boiler room where oil fuel is used	Foam
Every kitchen	Foam or dry powder

For further information see Building Bulletin 7

#Where there is no fixed equipment, dry powder extinguishers may be preferable to foam. These last two types of extinguishers also have the characteristics of being non-conductors of electricity, which may sometimes be advantageous.

## FIRE REGULATIONS Regulations /1

# FIRE REGULATIONS

### **FIRE PRECAUTIONS ACT 1971**

Education premises are somewhat unusual in terms of fire regulations as there is a lack of common enforceable standards currently in place. In the main this stems from the fact that under the Fire Precautions Act 1971 education establishments are not required to have a fire certificate. Devon Fire and Rescue Service (as the local fire authority) has certain powers and obligations, including the ability to serve a Section 10 Prohibition Notice on the use of part, or all, of the premises if the occupants are considered to be at serious risk. The Fire Service can invoke other sections of the Fire Precautions Act in the parts of the education premises that are offices or shops.

### The Local Government (Miscellaneous Provisions) Act 1982

When a school invites members of the public to dancing, music, stage or film shows then a public entertainment, theatre or cinema licence may be required. Shows put on by amateur dramatic societies using the school facilities will almost certainly require a public entertainment licence. Any function at which alcohol is offered for sale will need a licence, application for which should be made to the Clerk to the local Licensing Justices.

Other licenses are issued by local authorities under the terms of the Local Government Miscellaneous Provisions Act 1982 and will usually impose conditions, on amongst other things:

- the number of people to be present;
- the type of seating;
- the layout of the seating;
- the marking of emergency exits; and
- the provision of emergency lighting.

It is probable that a fire officer will inspect the school before the licence is issued and possible that checks will be made when performances are in progress to confirm that the conditions laid down in the licence are being met.

### The Fire Precautions (Workplace) Regulations 1997

These regulations place a responsibility on every person in control of a workplace e.g. Head Teacher/ Principals/ Youth Centre Managers etc responsible for ensuring compliance with the regulations. Managers take ownership of their safety within their workplace as they are the people with sufficient knowledge of the use and the activities carried out and can make a significant contribution in reducing risk from fire. At the heart of these regulations is the Fire Risk Assessment. This is consistent and compatible with the risk assessment requirements of the Management of Health and Safety Regulations 1992. In particular, each establishment will need to carry out a fire risk assessment relating to:-

- emergency plans;
- ➢ means of escape;
- equipment for fire detection and warning;
- equipment for fire fighting;
- ➤ maintenance and testing;
- fire resistant construction of premises;
- ➢ instruction and training in fire precautions and emergency procedures.

### **Education (School Premises) Regulations 1999:**

### **Existing Buildings**

Fire precautions in existing school buildings must comply with Regulation 17. This requires that every part of a school building and of the land provided for a school shall be such that the safe escape of the occupants in case of fire is reasonably assured. Particular regard is given to:

- the likely rate at which flames would spread across exposed surfaces
- resistance to fire of the structures and of the materials of which the structures are made and their other properties; and
- the means of escape in case of fire.

### New Buildings

Building work at maintained schools is no longer exempt from the building control arrangements that apply to almost all other categories of new construction. Exemption ended from the 1<sup>st</sup> April 2001 and all maintained schools are now subject to normal building control procedures. However, the DfES issued guidance in July 2001, reference DfES/0142/2001 which lists the Approved Documents accompanying the Building regulations which now apply to school buildings, together with certain school specific standards, contained in the DfES Constructional Standards. These should continue to be applied to building works at schools until such time as they are absorbed into the approved documents. For instance, the DfES requirements for fire safety.

Although DfES Building Bulletin 7 no longer applies to new buildings it is the standard to which most schools have in the past been designed and upgraded. Since the Building Regulations are not retrospective, it may continue to provide useful advice on how to apply Regulation 17 of the **School Premises Regulations** to existing buildings.

DfES Managing School Facilities Guide 6 – Fire Safety offers guidance on how to manage fire safety and minimise the risk of fire. It sets out what legislation school buildings must comply with and covers the major risks.

### **References**

- Fire Precautions Guide and Log (BR91) Devon Education
- Fire Regulations Risk Assessment in Devon Education Health and Safety Manual
- Schools Memorandum Primary No 68/ Secondary NO 77 (April 1989) DFE
- Reference to fire safety issues is also made in Devon Education curriculum health and safety documents
- Teacher Net Fire Safety <u>www.teachernet.gov.uk</u>
- Managing School Facilities Guide 6 Fire Safety ISBN 11 271040 9

### **Contacts**

- D.E.H.S.O. (see 'Contacts List' in Devon Education Health and Safety Manual)
- Devon Fire and Rescue Service will provide advice on a goodwill basis and carry out inspection visits.

# FIRE RISK ASSESSMENT

On 1 December 1997 the Fire Precautions (Workplace) Regulations 1997 came into force. The Regulations require Headteachers, Principals and other Education Premises Managers to carry out fire risk assessments of the premises under their control. The Fire Authorities will **fully enforce** these Regulations. When a visit is made the Fire Officer will expect to see a completed fire risk assessment. To help with this the attached 'Fire Risk Assessment' form should be used.

In the main, good practice in the management of fire risks is well establishment in Devon Schools. The guidance contained in the 'Fire Precautions Guide and Log' (FPGL) should continue to be followed. The references in the 'Fire Risk Assessment' form are to the FPGL. Once completed the form should be kept with the log and reviewed at least annually (see Page 1 of the form).

### References

*Fire Precautions Guide and Log -* Devon County Council 1996 *Fire Precautions (Workplace) Regulations 1997 -* HMSO

### Contacts

DEHSSA (see 'Contacts List' in Devon Education Health and Safety Manual)

## **The Fire Precautions (Workplace) Regulations 1997**



## FIRE RISK ASSESSMENT

Name of Premises	BIS or DfEE No
ADDRESS	

Name of ASSESSOR.....Signature....

Date of Assessment......Review Date\*.....

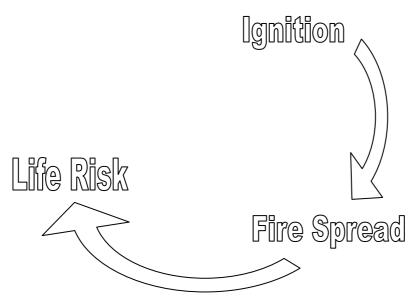
It should be noted that one pro-forma should be completed for each "Risk area", meaning that for a large building or a complex site it may be necessary to complete more than one pro-forma. This decision should be a considered judgement made by the person carrying out the task.

\* A review must be conducted **annually and prior to any proposed changes** to the structure of the building, introduction of any new processes or storage of flammable materials or significant changes in the number of personnel in the premises.

A Fire Risk Assessment has 3 main components;

The potential for ignition - The potential for fire spread - The consequences to life.

Each component forms part of a chain reaction necessary to cause danger to life. If one of these can be eliminated, or reduced to such a degree that the risk of occurring becomes negligible, then the chain has been broken and the outcome would probably not be life threatening.



Example:

Consider an unoccupied room with enough storage inside to pose a fire risk. Various measures can be taken to prevent the risk to life should a fire occur;

- (i) Eliminate or reduce the risk of ignition by ensuring that heaters or hot processes are not used carelessly in the room (**potential for ignition**);
- (ii) Reduce any subsequent spread of fire by ensuring the walls and door are fire resistant and all windows/doors etc are kept closed where possible (**potential for fire spread**);
- (iii) Install a smoke detector within the room which is loud enough to alert occupants nearby (life risk consequences)

Although the enclosed guidance supporting these regulations suggests that the risk assessment process should identify all fire hazards, the written assessment (below) only needs to state the 'significant findings'. When evaluating a risk assessment therefore, only 'significant findings' should be taken into account;

### "Significant Finding"

This includes any significant fire hazards or consequent risks. It relates to any feature of the premises, its contents, the process or the occupants that may have an **adverse effect on the means of escape** in case of fire resulting in a potential risk to employees.

# Note: A significant hazard may be acceptable if there are sufficient provisions in place to reduce the risk to such an extent that the occupants would be able to evacuate the building in safety.

1. Accepting that there are many **<u>ignition sources</u>** present (e.g. from occupants smoking, electrical equipment, portable heaters, naked flames, boilers, heat from processes or cooking etc.) **identify, group and list these under findings**.

Findings
What Controls are there already in place?
Further Action
2. Are there any combustible materials that could promote fire spread beyond the point of ignition? Such as excessive amounts of wood/paper/waste, flammable liquids, bottled gas,non-fire resistant furnishings, etc. (Section 7, para 4)
Findings
What Controls are there already in place?
Further Action

3. Are there parts of the premises where an outbreak of fire may not be immediately detected? Such as unoccupied rooms/stores. (Section 7, para 4, page 21)

Findings
What Controls are there already in place? See page 21
Further Action
4. Are all occupants of the building alerted in a fire situation? e.g. alerting procedure and alarm system (Section 4, page 14)
Findings
What Controls are there already in place?
Further Action

5. Is the warning sound distinctive and can it be heard throughout the premises, above all background noise?

Findings
What Controls are there already in place? Section 4 page 14, para 2
Further Action
6. Once alerted how much time does it take employees/occupants to reach a final Exit to safety? Is this evacuation time or distance excessive? Can tortuous routes be simplified? (Appendix A, page 8).
Findings
What Controls are there already in place?
Further Action

-

Further Action

7. Are escape routes available for all occupants to use in safety? Section 7 para 1-3

8 Are there individuals or groups who will require assistance to evacuate the building? How dependent are they? Their age and disability must be taken into account (Section 2 p.7, para 6)

Findings\_\_\_\_\_

What Controls are there already in place?\_\_\_\_\_

Further Action\_\_\_\_\_

9. Are internal fire doors (where required) in good condition? Do they self-close? Are stores and cupboards kept locked shut when not in use ? (Section 3, p.12)

Findings
What Controls are there already in place?
Further Action
10. In what areas of fire safety have your staff been trained?
Summarise (Separate records should be kept of who was trained, what they were trained in and when) (Section 2, p.6, para 3 onwards)
Further Action

11. What measures are in place to ensure the building is <u>evacuated</u> in safety? e.g room checks, fire wardens, roll call, etc. (Section 2 and Appendix A, p.8)

\_\_\_\_\_

Findings\_\_\_\_\_

What Controls are there already in place?

<ul><li>12. What arrangements are currently in place for summoning the Fire Service? And an they adequate? (Page 11, para 4 'Note')</li></ul>
Arrangements
What Controls are there already in place?
Further Action
13. If normal lighting on an escape route should fail, would all occupants of the buildin be able to make a safe escape? e.g governors at night, community education students and other after hours users of the building (Section 5, p.16 and Section 10, p.34. See als Theatre Licence p.38)
Significant Findings

What Controls are there already in place?
Further Action
14. Are there <b>clear directional signs</b> indicating the designated escape routes? NB. <b>Not all external</b> doors are designated escape routes. (These signs should comply with the Health and safety (signs and Signals) Regulations 1996.)
Comments
Further Action
15. Do you have <b>fire extinguishers / hosereels</b> of the correct type and location? When was training last provided in the use of such equipment? (Section 6, p.18).
Comments

\_

What Controls are there already in place?\_\_\_\_\_

Further Action\_\_\_\_\_

16 Have you experienced or do you foresee any problems relating to arson and what contro are there already in place to prevent <b>Arson?</b> (Section 9, p.32)
Significant Findings
What Controls are there already in place?
Further Action
17. It is important that the fire alarm, escape lighting (where fitted) and fire extinguishers a inspected and maintained in effective working order at all times, check the log book to confirm details of maintenance checks. Is there a competent person on site to carry out basic checks and do you have a <b>service contract</b> with a reputable engineer? ('Fire Log', p.42/43)
Competent person
Contracted engineer
Further Action

\_\_\_\_

18. If you share the building or site with other organisations, eg Devon Direct Services. Is there sufficient **liaison and co-operation** between all parties in respect of fire precautions? Also state your current neighbours (if applicable) and briefly explain what mutual arrangements have been made (if any).

Comments	
Further Action	

19. If there is a <u>special fire risk</u>? (for example LPG cylinders, significant quantities of highly flammable substances) do you have details (a fire safety file) available for fire fighters including a site plan and an inventory of hazardous materials? (eg swimming pool chemicals, radiation sources and significant quantities of hazardous chemicals etc.) (See also p.21, 22, 23, 24, 25 and Firework Display, Section 12, p.40).

Findings\_\_\_\_\_

What Controls are there already in place?\_\_\_\_\_

Further Action\_\_\_\_\_

20. Building Alterations (Section 3, para 4, p.12, Section 7 para 6 p.21)

If the building has been altered since the last Fire Risk Assessment, how do these changes affect the current assessment? YOU MUST REVIEW THE RISK ASSESSMENT IN THE LIGHT OF THESE CHANGES.

Further Action\_\_\_\_\_

Were building changes undertaken through DCC Property Practice? YES NO

If NO, give details of changes and who carried them out and advise The DCC Property Practice.

The Risk Assessment should be continually reviewed to take account of any subsequent changes that may influence its effectiveness. On completion it should be used to form a written Emergency Plan which should be available to all employees and others who may use the premises, it should also be made available to the Fire Authority should they request it. Details of what the plan should contain can be found in "Fire Safety An Employers Guide" ISBN 0 11 341229 0 (available from H S E Books) The building size and complexity will determine how simple or detailed the plan should be.

1

Summary of recommendations for action by management

### **Action Plan**

Description of Target	Target Date	Person(s) Responsible	Resources	Date Completed

**NB** We will ask for this page in April 2000 (maybe).

Headteacher's/Principal's signature ...... Date......

School/College.....

# THIS FIRE RISK ASSESSMENT MUST BE KEPT WITH THE EMERGENCY PLAN AND FIRE RECORD LOG BOOK WHICH COMPRISES THE FIRE PORTFOLIO.

### FIRE RISK ASSESSMENT Dummy Form /1

# COMPLETING A FIRE RISK ASSESSMENT

To assist you in establishing the sort of information you should be entering on your Fire Risk Assessment form, there follows a version with the sort of things you should be including, typed in blue under the Sections of 'Findings' What Controls do you have in Place?' and 'Further Action'.

It is essential that these sections are completed in detail, to reflect existing circumstances, as this is your evidence of fire risk management.

You will be able to download the form in the near future when the Health and Safety Manual is available on the Website (<u>www.devon.gov.uk/eal/health-information-manual-index</u>).

### **REFERENCES:**

Fire Precautions Guide and Log - Devon County Council Fire Precautions (Workplace) Regulations, 1997, HMSO 1996

### CONTACTS

DEHSSA (see Contacts list in Devon Education Health and Safety Manual)

### **The Fire Precautions (Workplace) Regulations 1997**



### FIRE RISK ASSESSMENT

Name of Premises	BIS or DfEE No
ADDRESS	
•••••••••••••••••••••••••••••••••••••••	

Name of ASSESSOR.....Signature.....

Date of Assessment......Review Date\*.....

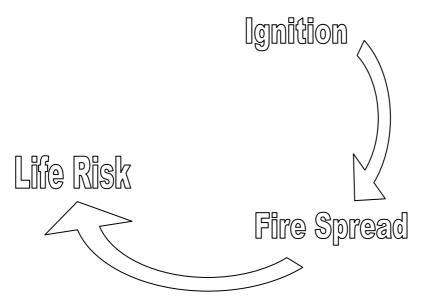
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- (i) Eliminate or reduce the risk of ignition by ensuring that heaters or hot processes are not used carelessly in the room (**potential for ignition**);
- (ii) Reduce any subsequent spread of fire by ensuring the walls and door are fire resistant and all windows/doors etc are kept closed where possible (**potential for fire spread**);
- (iii) Install a smoke detector within the room which is loud enough to alert occupants nearby (**life risk consequences**)

Although the enclosed guidance supporting these regulations suggests that the risk assessment process should identify all fire hazards, the written assessment (below) only needs to state the 'significant findings'. When evaluating a risk assessment therefore, only 'significant findings' should be taken into account;

### "Significant Finding"

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# Note: A significant hazard may be acceptable if there are sufficient provisions in place to reduce the risk to such an extent that the occupants would be able to evacuate the building in safety.

1. Accepting that there are many <u>ignition sources</u> present (e.g. from occupants smoking, electrical equipment, portable heaters, naked flames, boilers, heat from processes or cooking etc.) **identify**, **group and list these under findings**.

Findings\_

What Controls are there already in place?

PAT testing, maintenance of mains and equipment (cookers, gas welding equipment, boilers), no smoking policy.

Further Action

Have we done enough? What else needs to be done to control the hazard to an acceptable level.

2. Are there any combustible materials that could promote fire spread beyond the point of ignition? Such as excessive amounts of wood/paper/waste, flammable liquids, bottled gas, non-fire resistant furnishings, etc. (Section 7, para 4)

Findings

Remember things like: Donated furniture, what things contractors may be using.

What Controls are there already in place?

## Housekeeping. Wheelie bins secured safely away from the building (check the kitchen compound in particular)

Further Action

```
Remind staff to keep heating appliances free of paper and other combustible materials, ensure
```

all waste paper, etc, is removed on a regular basis.

Make regular checks of storage areas.

3. Are there parts of the premises where an outbreak of fire may not be immediately detected? Such as unoccupied rooms/stores. (Section 7, para 4, page 21)

Remember fires can only start if fuel and ignition sources come together. Stores are usually free from ignition sources other than the electric light.

Findings

Dead end situations e.g office/staffroom suites in many schools; upstairs accommodation; remote areas

What Controls are there already in place? See page 21

### You do not necessarily need hard-wired smoke alarms (i.e consider domestic ones) – risk assess

Further Action

4. Are all occupants of the building alerted in a fire situation? e.g. alerting procedure and alarm system (Section 4, page 14)

Findings

This is saying: is the alarm efficient? Mobile classrooms do not necessarily need linking to the main alarm system, see p. 10 and also Section 5.

What Controls are there already in place?

Quarterly check by competent contractor – recorded in the Fire Log, plus weekly checks inhouse to check callpoints are clear and undamaged, etc.

Further Action

### 5. Is the warning sound distinctive and can it be heard throughout the premises, above all background noise?

Findings Drills are held each term, recorded and actioned, i.e if there is a problem with the alarm this would show up at least here.

What Controls are there already in place? Section 4 page 14, para 2

Testing, again, is the main one. This must be checked as soon as any changes are made to accommodation.

Further Action

Don't over-react if this is not always 100% and go for a full system - e.g as with mobiles. A solution can be managed with runners, for example, as long as the signal is well known and agreed, e.g shouting fire, ringing a bell, blowing a whistle.

6. Once alerted how much time does it take employees/occupants to reach a **final Exit to safety?** Is this evacuation time or distance excessive? Can tortuous routes be simplified? (Appendix A, page 8).

Findings\_

What Controls are there already in place? NB this is to a final Exit to safety not necessarily the

Assembly Point.

**Regular drills with a 2**<sup>1</sup>/<sub>2</sub> **minute maximum evacuation time.** 

#### Further Action

7. Are <u>escape routes</u> available for all occupants to use in safety?	Section 7 para 1-3
(see Q.13 also).	Section 8 page 28

Findings Consider evening users of the building and emergency lighting provided (if any), provision of torches, etc.

What Controls are there already in place?

Regular inspection of premises but balance security with fire risk. Ensure escape doors are not stuck or obstructed inside, particularly at seasonal times (e.g with Xmas trees!!) and outside.

Further Action

8 Are there individuals or groups who will require assistance to evacuate the building? How dependent are they? Their age and disability must be taken into account (Section 2 p.7, para 6)

Findings\_

What Controls are there already in place?

Look at the drill and how it will work for disabled staff/students, particularly in the case of Adult and Community Learning and Youth Organisations.

Further Action

Identify places of safety where disabled persons can be left until evacuation is possible – usually stairwells, protected by fire doors or any area protected by fire doors. Staff must take responsibility for the person concerned, i.e by informing the Fire Officer, on arrival, of the disabled person's location.

9. Are internal fire doors (where required) in good condition? Do they self-close? Are stores and cupboards kept locked shut when not in use? (Section 3, p.12)

Findings \_

What Controls are there already in place?

Assuming the answer is Yes, how do you ensure this? Explain why you've said Yes. Fire safety signs may be needed. Fire doors should be a part of a regular internal inspection (see Checklist for Safety Representatives.

Further Action

Put regular checks in place.

10. In what areas of fire safety have your staff been trained?

Summarise (Separate records should be kept of who was trained, what they were trained in

and when) (Section 2, p.6, para 3 onwards)

All staff are trained by taking part in the regular fire drills BUT it is important that regular staff training in procedures takes place, e.g how to warn other, how/who calls the fire brigade, assembling visitors (tallying visitors) location of escape routes, assembly points, etc (see Section 2). It is not vital that staff can operate fire fighting equipment, since the County and Fire Service Policy is "GET OUT, STAY OUT and GET THE FIRE BRIGADE OUT". No-one should be looking to fight fires but to their duty of care to the children. There are videos available from DEHSSA on using extinguishers for good measure and the contractors who service them are usually happy to let staff discharge any that need to be let off, if they are asked. Secondary schools might consider, via risk assessment, further training of staff in higher risk areas such as Design Technology, Science, Art.

Further Action

11. What measures are in place to ensure the building is <u>evacuated</u> in safety? e.g room checks, fire wardens, roll call, etc. (Section 2 and Appendix A, p.8)

Findings

How do you know that the building is cleared?

What Controls are there already in place?

There should be a system of checkers who ensure this.

12. What arrangements are currently in place for summoning the Fire Service? And are they adequate? (Page 11, para 4 'Note')

Arrangements

Who does it and who covers their absence!!! Go through the "what if" type situations. What about out of hours use and access to a telephone? Warn hirers.

What Controls are there already in place?\_\_\_\_\_

Further Action

Do you need automatic contact to the Fire Service out of hours because of a high risk of vandalism and arson (see Q. 16)

13. If normal lighting on an escape route should fail, would all occupants of the building be able to make a safe escape? e.g governors at night, community education students and other after hours users of the building (Section 5, p.16 and Section 10, p.34. See also Theatre Licence p.38)

Significant Findings\_\_\_\_\_

What Controls are there already in place?

Are there any particularly dark areas during the day, if power fails? Are there areas used at night covered by emergency lighting or other appropriate measures? If there is an area power failure, how will people see OUTSIDE the building?

Further Action Review need for emergency lighting if evening use increases.

14. Are there **clear directional signs** indicating the designated escape routes? NB. **Not all external** doors are designated escape routes. (These signs should comply with the Health and safety (signs and Signals) Regulations 1996.)

Comments

Signs should meet the Fire Officer's requirements. Drills should follow the designated escape routes but all staff should have an alternative in case the usual rout is unavailable.

Further Action

The pictogram (stickman) needs to appear only on textual signs on designated fire doors, not on

all doors which are used by the children from each classroom.

Check replacement of signs after any redecoration/maintenance work.

15. Do you have **fire extinguishers / hosereels** of the correct type and location? When was training last provided in the use of such equipment? (Section 6, p.18).

Comments\_

What Controls are there already in place?

Contractors keep a watching brief on this when they do the maintenance checks. In-house checks should also ensure things stay in their right place. Re – training, see 10 above

Further Action\_\_\_\_\_

16 Have you experienced or do you foresee any problems relating to arson and what controls are there already in place to prevent **Arson?** (Section 9, p.32)

Significant	Findings	
-------------	----------	--

What Controls are there already in place?

### Links with the security policy, i.e arrangements for arson prevention – and general housekeeping. See also Q12 above.

Further Action\_\_\_\_\_

17. It is important that the fire alarm, escape lighting (where fitted) and fire extinguishers are inspected and maintained in effective working order at all times, check the log book to confirm details of maintenance checks. Is there a competent person on site to carry out basic checks and do you have a **service contract** with a reputable engineer? ('Fire Log', p.42/43)

Competent person\_\_\_\_\_

Contracted engineer
---------------------

Further Action \_\_\_\_\_\_

18. If you share the building or site with another organisations, e.g Devon Direct Services. Is there sufficient **liaison and co-operation** between all parties in respect of fire precautions? Also state your current neighbours (if applicable) and briefly explain what mutual arrangements have been made (if any).

Comments

Kitchens should provide their own FRA but there must be cooperation so that both school and kitchen staff know the procedure for evacuation if the other side raise the alarm AND how the fire brigade are summoned. Also bear in mind Community and out of hours use.

Kitchen staff should be involved in routine fire drills and the feedback at the outcome – it is useful, if it can be organised without too much difficulty, to do a drill at lunchtime as this is, arguably, the time of highest risk (when the kitchen is in operation) and when it is often more difficult to identify who is on site (staff and students).

Further Action\_\_\_\_\_

19. If there is a <u>special fire risk</u>? (for example LPG cylinders, significant quantities of highly flammable substances) do you have details (a fire safety file) available for fire fighters including a site plan and an inventory of hazardous materials? (e.g swimming pool chemicals, radiation sources and significant quantities of hazardous chemicals etc.) (See also p.21, 22, 23, 24, 25 and Firework Display, Section 12, p.40).

Finding If you answer Yes here, you MUST have controls in place as well.

What Controls are there already in place?

Are the locations of the mains gas and electric cut-off points know and marked on the school plan attached to this FRA.

Further Action

20. Building Alterations (Section 3, para 4, p.12, Section 7 para 6 p.21). If the building has been altered since the last Fire Risk Assessment, how do these changes affect the current assessment?

You must review the risk assessment in the light of these changes.

Further Action

Find your last Fire Officer's Report.

Do a school plan showing fire fighting equipment, call points, service cut-offs, assembly points, etc.

Were building changes undertaken through DCC Property Practice? YES NO If NO, give details of changes and who carried them out and advise The DCC Property Practice.

Who will do what? They may wish to check that you have included appropriate fire regulations,

etc, in your plans, etc.

The Risk Assessment should be continually reviewed to take account of any subsequent changes that may influence its effectiveness. On completion it should be used to form a written Emergency Plan which should be available to all employees and others who may use the premises, it should also be made available to the Fire Authority should they request it. Details of what the plan should contain can be found in "Fire Safety An employers guide" ISBN 0 11 341229 0 (available from H S E Books) The building size and complexity will determine how simple or detailed the plan should be.

For any queries, help or advice on the above please contact your Education Health and Safety

Officer at DEHSSA via the Helpline on 01392 382027.

### **Summary of Recommendations for Action by**

### Management

### **Action Plan**

Description of Target	Target Date	Person(s) Responsible	Resources	Date Completed	

**NB** We will ask for this page in April 2000 (maybe).

Headteacher's/Principal's signature...... Date ......

School/College.....

# THIS FIRE RISK ASSESSMENT MUST BE KEPT WITH THE EMERGENCY PLAN AND FIRE RECORD LOG BOOK WHICH COMPRISES THE FIRE PORTFOLIO.

\*

# FIRST AID AT WORK: CONTENTS OF FIRST AID BOX

The Code of Practice that came into effect on 2 July 1990 states that 'First Aid Boxes and Travelling First Aid Kits should contain a sufficient quantity of suitable first aid materials and nothing else'.

The guidelines contained in the DfEE publication '*Guidance on First Aid for Schools*' recommend that where there is no special risk identified the **minimum** provision of first aid items should be \*

		*		
No of Employees	1-5	6-10	11-50	51-100
Guidance Card	1	1	1	1
Wrapped sterile adhesive dressing (Plasters), assorted sizes. Blue detectable in kitchens	10	20	40	40
Sterile eye pads, No16*	1	2	4	6
Sterile triangular bandage	1	4	4	6
Safety pins	6	6	12	12
Medium sized sterile un-medicated wound dressings No 8*	3	6	8	10
Large sized sterile un-medicated wound dressings No 9*	1	2	4	6
Extra large sized sterile un-medicated wound dressings, No 3 or ambulance dressing, large	1	2	4	6
Individually wrapped moist cleansing wipes (medi tissues/wipes)	10	16	30	40
Melolin - multipurpose sterile dressing	1	2	2	3
Disposable Gloves	1	1	2	2

### TRAVELLING FIRST AID KITS

The contents of travelling first aid kits should be appropriate for the circumstances in which they are used. At least the following should be included:

Guidance Card 6 Wrapped adhesive sterile dressings 1 large un-medicated dressing No9\* 2 sterile triangular bandage 2 safety pins Individual wrapped moist cleansing tissues (medi tissues or wipes) 1 pair disposable gloves

### (\*Items thus marked have bandages attached)

### **MINI BUS:** Transport Regulations require all mini buses with public service vehicles to have a first aid container with the following items:

10 Antiseptic Wipes (foil packages)
1 Disposable bandage, not less than 7-5cm long
2 Triangular Bandages
1 Packet of 24 assorted adhesive dressings
3 Large Sterile dressings

Where mains tap water is not readily available for eye irrigation, sterile water or sterile normal saline (0.9%) in sealed disposable containers should be provided. Each container should hold at least 300ml and should not be reused once the sterile seal is broken. At least 900ml should be provided or Eye bath/eye cups/refillable containers should not be used for eye irrigation.

### The use of Antiseptic is not necessary for the first aid treatment of wounds.

Disposable plastic gloves and aprons and suitable protective equipment, ie Resusciaide, should be provided near the first aid materials should be properly stored and checked frequently to ensure they remain in good condition.

# FIRST AID PROCEDURE

### **IN THE EVENT OF AN ACCIDENT**

### SERIOUS INJURY

- Summon a qualified First Aider or appointed person (see below)
- If an ambulance is required dial 999 and give exact location, room number etc
- Warn Reception or School Office that an ambulance is on the way

### **MINOR INJURY**

• Use only approved equipment from First Aid Boxes - no creams or antiseptics to be used (see FIRST AID **B**ox Contents in the Devon Education Health and Safety Manual). If in any doubt as to severity of an injury, summon expert help

### Once incident has been dealt with:

- Ensure First Aid Box is restocked
- Ensure the necessary accident report forms are completed (see ACCIDENT Reporting Procedure in the Devon Education Health and Safety Manual)

### **QUALIFIED FIRST AID PERSONNEL**

• This establishment's First Aiders are:

### **EMERGENCY TELEPHONE**

• The nearest telephone is located:

### FIRST AID BOX

• The nearest First Aid Box is located:

# **FIRST AID IN EDUCATION**

### STAFF

The Health and Safety (First Aid) Regulations 1981 required that first aid equipment, facilities and a training area be available in all education establishments for staff. However, schools and colleges must take account of pupils when deciding on the level of first aid cover required. The minimum requirements for any workplace is at least one Appointed Person who is trained to take charge when someone is injured or ill.

Appointed Persons, as defined by the Regulations, are not first aiders. However, it makes sense to train them in emergency first aid, ie what to do in an emergency, cardio pulmonary resuscitation, first aid for an unconscious person and first aid for wounded or bleeding casualties. Many small schools may only require this level of first aider. The appointed person may also be responsible for ensuring that any first aid boxes are adequately stocked and supplies replenished after use.

### PUPILS

The Regulations only require facilities to be provided for employees, ie where an establishment has over 50 employees, a first aider must be appointed who holds a current First Aid at Work Certificate from an organisation approved by the HSE. When considering first aid provision for pupils common practice in mainstream schools indicates a minimum ratio of one qualified first aider to each 150 pupils. However, local assessment may indicate that higher risk activities eg sport, outdoor activities, science and technology require a higher level of provision both in trained staff and equipment. Curriculum safety guidance documents elaborate on this. A much more relevant document to use was produced by DfES in 1998 and you should refer to this in assessing first aid provision.

#### FIRST AID BOX

Each education establishment should have at least one first aid box on site and off site visits may mean that additional boxed or travelling first aid kits will be needed. For details of the recommended contents of first aid boxes see FIRST AID Box Contents, no other items should be kept in them.

### RECORDS

When first aid treatment has been rendered and the injured person has either been returned to class or work duties, or further medical treatment has been sought, the appointed person or first aider should record details of treatment and circumstances of the injury (see suggested FIRST AID Treatment Record). A note of the treatment should also be given to the parents. If the accident requires further reporting to the Education Directorate or the Health and Safety Executive this should be done.

#### References

Guidance on First Aid for Schools, A Good Practice Guide - DfES 1988 First Aid in Education Establishments (BR102) - Devon Education ACCIDENT Reporting - Devon Education Health and Safety Manual FIRST AID Treatment Record - Devon Education Health and Safety Manual FIRST AID Box Contents - Devon Education Health and Safety Manual

#### Contacts

DEHSSA (see 'Contacts List' in Devon Education Health and Safety Manual) Occupational Health Unit.

### FIRST AID TREATMENT RECORD

### ESTABLISHMENT NAME: .....

Date and Time	Name of Person Treated	Sex	Age	P/S or V See <sup>1</sup>	Treatment Administered by	Location & brief description of the circumstances	Nature of injury/illness including part of the body affected and treatment given	Outside assistance Doctor/Ambulance Parents/Other	Accident Form See <sup>2</sup>

<sup>1</sup> P=Pupil S=Staff V=Visitor <sup>2</sup> Appropriate accident forms should be completed in all cases - BR112 for LEA purposes, F2508 when reportable to HSE

### PREPARATION OF FOOD IN EDUCATION ESTABLISHMENTS

The Food Safety Act of 1990 covers all operations involved in the preparation and selling of food. For school meals, the responsibility lies with the contractors who prepare and serve the food. Food preparation areas as well as the foodstuffs, are subject to scrutiny by the enforcement officers (the District Council Environmental Health Officers). Under this Act it is an offence to sell any food which fails to meet safety requirements. A prohibition order may be served if the food and/or premises are found to be in breach of the regulations. **The Regulations extend to food sales at charity fund raising events.** The premises requirements include the design and construction of food handling areas and services such as suitable mains water supply.

In schools, teaching staff and ancillary workers (including parents) should instruct pupils in food preparation techniques as well as ensuring the procedures are followed. They must all familiarise themselves with the requirements of the Regulations and encourage good food hygiene practices.

#### References

Safety in Technology - Food and Textiles : NATHE WATER Supply in the Devon Education Health and Safety Manual

#### Contacts

Technology Advisers (Curriculum Issues) Client Support (Devon) DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual)

### FIRE SAFETY REGULATIONS AFFECTING THE PURCHASE OF FURNITURE & FURNISHINGS IN SCHOOLS

Fire Safety Regulations specify the fire resistant requirements of furniture and furnishings that should be used in schools, including residential hostels. These Regulations are observed by Devon Purchasing when providing furniture and fabric for customers. Devon Purchasing keep abreast of changes in legislation updating County purchasing policy in line with regulation requirements. Items purchased through them have conformed since March 1988. Items purchased prior to that date may need to be programme for replacement due to changes in requirements.

Schools are advised to check their furniture and furnishings if they have:

- a received gifts of furniture or furnishings from no matter how reputable a source (swing labels showing only a cigarette do not meet the flame retardant requirements),
   PLEASE NOTE: Furniture and furnishings should display a swing label showing a cigarette and a match to ensure they meet flame retardant regs. Or
- b not replaced any items since February 1989, (when regulations on foam in furniture changed to a mandatory requirement), or replaced them through High Street sources without reference to the appropriate standards required.

Items which do not conform to the appropriate standards will need to be programmed for replacement and risk assessment will assist in establishing a priority order for that programme.

Curtains obtained from Devon Purchasing are flame retardant and may carry a label stating the British Standard number stitched below the heading tape. If no indication is given but detail is required for fire certificates etc, records held by Devon Purchasing for seven years, may be checked if a guide time of manufacture can be given. Requirements are BS5867 Part 2; fabric type B.

NB: Beds, mattresses and bedding supplied by Devon Purchasing since 1984 have met the flame retardant requirements.

### References

The Furniture and Furnishings (Fire Safety Amendment) Regulations 1993 Fire Precautions Guide and Log (Devon Education, September 1996)

#### Contacts

DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual) Devon Purchasing, Furniture/Furnishing Section The details of the regulations, as interpreted by the Fire Officer, are given below:

Where ignition sources are given, they should be read as a total requirement and not as individual source requirements, ie 0, 1 and 5, not either/or.

The use of furniture and furnishings that are easily ignited or demonstrate rapid spread of flame characteristics should be avoided. The following guidance should be observed when new or replacement items are purchased.

- a Upholstered seating furniture should:
  - i be selected from the 'Contract and/or Non-Domestic range'
  - ii satisfy as a minimum standard the cigarette and match ignitability tests specified in British Standard 5852: Park , 1979 and British Standard 5852: Part 2, 1982 Fire Tests for Furniture or BS EN1021-2: 1994
  - iii conform to the ignition sources (set out below) recommended in BS7176: 1991.

#### PERFORMANCE REQUIREMENTS AND NOTES ON APPLICATION OF HAZARD CATEGORIES

NB: When using this table it is essential to consult the important notes which follow it.

	Low Hazard	MINIMUM PREFERRED LEVEL Medium Hazard	High Hazard	Very High Hazard
Test Methods	Section 4 of BS5852: 1990	Section 4 of BS5852: 1990	Section 4 of BS5852: 1990	Section 4 or Section 5 of BS5852: 1990 (or other as specified)
Requirements	Resistant to ignition sources 0 1	Resistant to ignition sources 0 1 5	Resistant to ignition sources 0 1 7	At the discretion of the specifier but at least high hazard requirements
Typical examples	Schools offices colleges universities day centres	Hotel bedrooms public buildings restaurants services messes place of public entertainment public halls public houses and bars, casinos, hospitals, hostels	Sleeping accommodation in certain hospital wards and in certain hostels, offshore installations	Prison cells
	museums exhibitions			

If a particular premises in the low hazard area, ie a school which also has dining areas, recreation or multipurpose halls and sleeping areas then the higher performance hazard should be specified. It is recommended by Devon Fire and Rescue that schools should be considered <u>medium hazard</u> as a minimum requirement.

Upholstered furniture ordinarily intended for private use in a dwelling is subject to Government Regulations.

- b Curtains and other textile hangings should be inherently flame retardant or be treated with a durable flame retardant finish. They should be capable of meeting the requirement of British Standard 5867 Fabrics for Curtain and Drapes: Part 2: Flammability requirements, Fabric type B rated with ignition sources 0 and 5.
- c Beds, mattresses and mattress covers including any additional covers, bedding, including sheets, blankets, duvet or quilt covers should be inherently flame retardant or treated with a durable flame retardant to BS6807 Section 3 and should resist ignition sources 0, 1 and 5.

### EMERGENCY PROCEDURES FOR LPG GAS LEAK

Liquid Petroleum Gas (LPG) is highly flammable, therefore it is important that establishments using or storing LPG should develop and practice a local emergency procedure for gas leaks from storage vessels, distribution systems or appliances. It is likely that the following issues, in order of priority, will need to be included, but local circumstances must always be considered. The local emergency procedure should be prominently displayed.

### IF YOU SUSPECT AN LPG GAS LEAK

### A **LEAKAGE WITHOUT FIRE**

Leakage may be detected by smell or frosting at the point of escape (eg at the cylinder value or joint in the pipework).

### **ACTION**

- 1 Extinguish all sources of ignition.
- 2 Do <u>NOT</u> turn electric switches <u>on</u> OR <u>off</u>
- 3 Shut off the gas at the main cylinder valve.
- 4 Evacuate everyone from the area to a safe place (do not use electrical fire alarm systems)
- 5 Ventilate the room or rooms by opening all doors and windows full, (doors are most important)
- 6 If closing the main cylinder valve fails to stop the leak, call the Fire and Rescue Service by dialling 999, using a telephone away from the danger area, and make sure nobody enters the affected area.
- 7 If closing the main cylinder valve stops the leak, do not use the appliance again until it has been examined by an approved engineer (contact the local office of Devon Property Practice to arrange this as a matter of urgency).

### B <u>LEAKAGE OF LPG WHICH HAS IGNITED</u>

- 1 Sound the fire alarm immediately and evacuate the premises.
- 2 Call the Fire and Rescue Service by dialling 999 and state that an LPG cylinder is involved.
- 3 If possible, BUT WITHOUT TAKING ANY PERSONAL RISK, extinguish the flame by shutting the cylinder valve.
- 4 Under NO CIRCUMSTANCES should the flame be extinguished in any other way and no attempt should be made to shut the valve if the cylinder is engulfed in flame.

#### References

Fire Precautions Guide and Log (BR91) - Devon Education Inspection Checklist for Safety Representatives (BR94) - Devon Education Appropriate Devon Education curriculum documents

### EMERGENCY PROCEDURE FOR MAINS GAS LEAK

It is important that each establishment develops and practices a local emergency procedure for mains gas leaks. It is likely that the following issues, in order of priority, will need to be included but **local circumstances must always be considered**. The local emergency procedure should be prominently displayed.

### IF YOU SUSPECT A MAINS GAS ESCAPE

### ACTION TO BE TAKEN IN AN EMERGENCY

### A **LEAKAGE WITHOUT FIRE**

- 1 Evacuate everyone from the area to a safe place (do not use electrical fire alarm systems).
- 2 Extinguish all sources of ignition.
- 3 Do <u>NOT</u> turn electric switches <u>on</u> OR <u>off</u>.
- 4 Turn off the gas supply at the main isolation valve. Do not use the installation again until the fault has been rectified.
- 5 Open all doors and windows full to ventilate the area.
- 6 Call TRANSCO \* ..... Use a telephone away from the danger area.
- 7 For major gas leaks call the Fire and Rescue Service by dialling 999 (do not use telephone in danger area).

### B <u>LEAKAGE WITH FIRE</u>

- 1 Evacuate the premises as in a fire situation.
- 2 If possible, shut off the gas supply at the main isolation valve.
- 3 Call the Fire and Rescue Service by dialling 999, preferably using a telephone in another building.

\*WRITE HERE TRANSCO EMERGENCY TELEPHONE NUMBER

(see 'Gas Escape Calls' in local telephone book). When you call this number be prepared to answer the questions overleaf.

### QUESTIONS YOU MIGHT BE ASKED BY THE TRANSCO EMERGENCY OPERATOR

- What is the name, address and telephone number of the establishment?
- Is the gas leak inside or outside the building?
- What is the name of the person reporting the leak?
- Where is the smell most noticeable?
- When was the smell first noticed?
- Are any neighbours affected?
- Is there any smell outside?
- Has the gas been turned off?
- Has this stopped the smell?

Once the immediate emergency action has been taken the Health and Safety Officer should be informed in order that any necessary statutory reporting requirements may be met. The local office of Devon Property Practice should also be informed to ensure the correct follow-up procedures are carried out.

#### References

Relevant Devon Education curriculum documents Inspection Checklist for Safety Representatives (BR94) - Devon Education GAS Leaks (LPG) in the Devon Education Health and Safety Manual

#### Contacts

See emergency contacts on Emergency Procedure Sheet DEHSSA (see 'Contact List' in the Devon Education Health and Safety Manual)

# REQUIREMENTS FOR SAFETY GLAZING

This explains the legal requirements for glazed panels and doors that become law on 1 January 1996. The Workplace (Health, Safety and Welfare) Regulations became law on 1 January 1993 and applied immediately to new, modified, converted or extended workplaces, but existing workplaces had until 1 January 1996 to comply.

To comply with the Regulations every transparent or translucent surface in a door, partition or panel should be of a safety material if it falls within the criteria as shown in the diagram overleaf. If safety glazing is used, it has to be appropriately marked to enable the panel to be identified as such. Alternatively, a panel can be appropriately protected against breakages by means of an adequate barrier or screen manufactured from suitable materials.

The requirements of the above paragraphs do not apply to narrow panes up to 250mm measured between glazing bars.

Large uninterrupted areas of transparent or translucent material should be marked to make them apparent. If features such as rails, large door handles, etc, make the panels apparent, marking is not required.

### **DEFINITION OF SAFETY MATERIALS**

- a Materials which are inherently robustly, ie polycarbonate or glass blocks.
- b Glass which, if it breaks, breaks safety, ie laminated or toughened glass. These materials break in such a way as not to produce large sharp pieces.
- c Normal window glass which meets the following thickness criteria:

Nominal Thickness	Maximum Size
8mm	1.1m x 1.1m
10mm	2.25m x 2.25m
12mm	3.0m x 4.5m
15mm	Any Size

An alternative to replacing existing glazing is the application of a safety film. When applied the film (to the appropriate standard) is designed to withstand the force of a falling person. Even if the impact causes the glass to crack, it is held together.

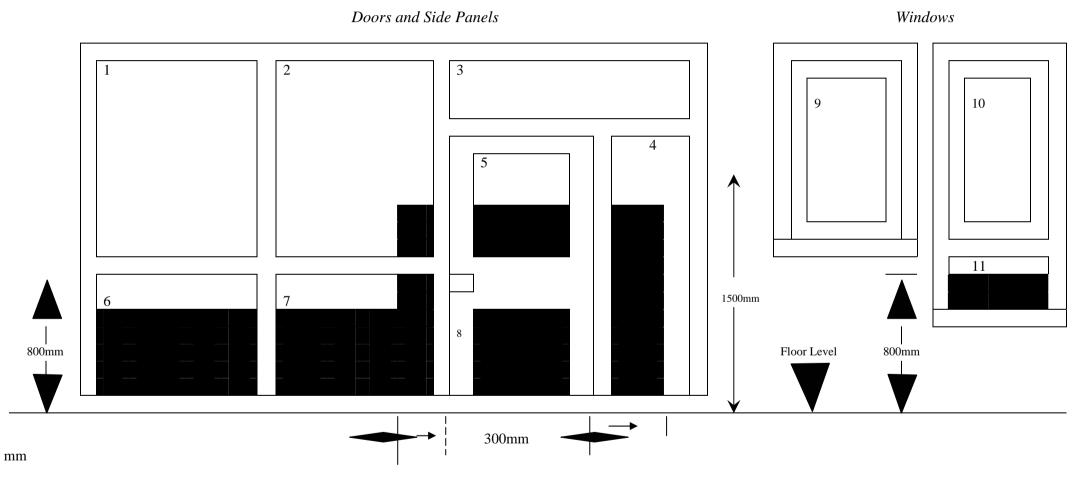
It should be borne in mind that the object of these measures is not to ensure that all glazed panels are strong enough to prevent persons falling through them, but that the material, if broken, does not cause any unnecessary injury.

Property Services have carried out some work with glazed panels in educational establishments over recent years. However, it is recommended that all relevant areas of glazing in your premises are checked to ensure that they conform to the required standard. If any doubt exists about the existing material talk to your school's Building Surveyor next time he visits.

#### Contacts

DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual)

### **CRITICAL LOCATIONS IN INTERNAL AND EXTERNAL WALLS**



Shaded areas show the locations to which the regulations apply: (ie areas 2, 4, 5, 6, 7, 11)

Devon Education Health and Safety Officers (DEHSSA) 2004

## HEALTH AND SAFETY DOCUMENT LIST

### POLICY STATEMENTS

Devon County Council Corporate *Health and Safety Policy* (in DCC *Health and Safety Manual Vol 2*). Revised July 2003.

Directorate of Education, Arts and Libraries Policy Statement on Health and Safety at Work in the Authority's Schools, Colleges, Libraries and other establishments. (Revised and included in the *Devon Education Health and Safety Manual Vol. 2 2004/05*).

Model Policy Statements for School, Lifelong Learning, Free-Standing Education Establishments (included in The Health and Safety Manual 1999).

### 1 GENERAL

Asbestos Policy – Devon County Council

Asbestos in Buildings : Guide to Policy and Procedures (Devon Property Practice, 1996 - to be updated, also Premises Management folder for the premises.

Managing Asbestos in Premises (HSE) INDG 223 (rev 3)

**BR107** - *Devon Education Health and Safety Manual* (June 1995) - this contains guidance sheets on all manner of issues related to education with termly updates and new guidance.

**Safety First** - published at least termly by Devon Education as an update of information on current issues, training, resources etc.

Hazard Alerts - issued as necessary to warn schools of possible hazards with, say, equipment or substances.

**BR111** - Administration of Medicines in Schools (under review 04/05) Supporting Pupils with Medical Needs, (DfES 1996)

**BR88** - EAL Policy for Caretaking and Cleaning (April 1998) *Cleaning - Put Safety First - A Guide for Caretakers and Cleaners* (October 1998)

COSHH - Guidance for Schools HSC HMSO and letter from CEO, January 1990

**BR91** - *Fire Precautions Guide and Log* (1996)

BR94 - Inspection Checklist for Safety Representatives (DCC 3/2001)

ICT Advice – <u>www.ictadvice.org.uk/index</u>

Work with Display Screen Equipment. Guidance on Regulations (HSE) 2003

**BR102** - *First Aid in Education Establishments* (2004) which adopts *Guidance on First Aid for Schools* (DfES 1998) - (<u>www.teachernet.gov.uk/firstaid</u>)

Health and Safety Guidance for School Governors and Members of School Boards (ESAC/HSE, 1998)

Managing Health and Safety in Schools (HSE 1995)

Managing Work-Related Stress : A Guide for Managers and Teachers in Schools (HSE 1998)

BR106 - Health and Safety Policy for the Management of Asthma in Schools (April 1995)

Grounds Maintenance, Health and Safety Guidelines and Safe Working Practice (DCC 2/2001)

Aide Memoire on Smaller Building Works for Premises Based Staff (June 1995) (in Devon Education Health and Safety Manual)

Notes on Infectious Diseases in Schools - Spotty Book Devon Health Authorities 2003

At <u>www.devon.gov.uk/dcs/pereduc</u> under 'Projects' is all the information on DRUGS EDUCATION AND FREE RESOURCES, including *Drugs Education in Devon Schools* (3/2001)

### 2 SECURITY

DEVON EDUCATION HEALTH AND SAFETY MANUAL - (Vol.3) SECURITY

Security of Personnel, Equipment and Property - Best Practice in Property Management (DCC PSU 1994)

Improving Security in Schools - Managing School Facilities (Guide 4), (DfES 1996)

School Security - Dealing with Troublemakers (DfES 1997)

### **3 CURRICULUM AREAS**

#### ART

*Safe Practice in Art and Design* (DfES 1995 - adopted as the County's recommended guidance) 2004 version available online only at <u>www.nsead.org/safety</u>

#### **DESIGN AND TECHNOLOGY**

Accommodation In Secondary Schools - A Design Guide (Building Bulletin 81, DfES)

### **ENVIRONMENTAL EDUCATION**

*Poisonous Plants* (see under **PLANTS**, **P**oisonous in *Devon Health and Safety Manual* 1/96) *Take Care Be Plant Aware* (RoSPA 1994)

#### MUSIC AND DRAMA

**BR109** - *Health and Safety Guidelines for Music Curriculum Activities* (February 1995, under review 04/05)

BR110 - Health and Safety Guidelines for Drama Curriculum Activities (under review 04/05)

#### PHYSICAL AND OUTDOOR EDUCATION

*Safe Practice in PE* (British Association of Advisers and Lecturers in PE 1999) and regular supplementary bulletins published by DCS

*Outdoor Education, Visits and Off-Site Activities* - Health and Safety Policy for DCC Establishments May 1999 (DCS) Revised January 2003

Health and Safety of Pupils on Educational Visits (DfES 1998)

#### A Good Practice Guide

In August 2002, a 3-part supplement to this good practice guide was produced:

- Standards for LEAs in Overseeing Educational Visits

- Standards for Adventure

- Handbook for Group Leaders

These can be down loaded from <u>www.teachemet.gov.uk</u> at the moment (Sept. '02)

Comfort and Safety on Dartmoor (1999) See also: <u>www.dartmoor-npa.gov.uk</u> <u>www.devon.gov.uk/dcs</u>

#### SCIENCE

For guidance refer to CLEAPSS documents on various issues.

Radiation Protection: CLEAPSS L93 – Guidance on the use of ionising radiation sources in schools. Or contact Radiation Protection Adviser Geoff Tew – <u>gtew@devon.gov.uk</u>

Primary science: Be Safe – Science and Technology KS1 and 2 (3<sup>rd</sup> edition, 2001) (Association for Science Education)

As the County is a member of CLEAPSS School Science Service their guidance documents, available free, are also a good source of advice on things like mammals in schools, risk assessment for science, etc. Further assistance is also available from the School Science Service Helpline on 01895 251496, Email: <u>science@CLEAPSS.org.uk</u>

Safety in Science Education (DfES 1996)

*Safeguards in The School Laboratory* (10<sup>th</sup> edition, 1996 ASE)

Topics in Safety (3rd edition, ASE 2001)

#### TECHNOLOGY

Safety in Technology Food and Textiles (NATHE 1993)

**BR84** - *Revised Policy Statement on Design and Technology in all Education Establishments* (November 2001)

Health and Safety in Workshops of Schools and Similar Establishments BS 4163 (British Standards Institute 2000) Model Risk Assessment for Technology in Secondary Schools (Part 1 (1/01), Parts 2 & 3 (2/02), CLEAPSS

*Exemplification of Standards for Health and Safety Training in Design and Technology* (DATA Research Paper 10, 1998)

*Risk Assessment in Secondary School Design and Technology Teaching Environments* - Health and Safety Guidance (DATA, 2002)

*Make It Safe* (National Association of Advisers and Inspectors in Design and Technology (NAAIDT) 5<sup>th</sup> edition, 11/2001 plus *Be Safe* (ASE)

*QCA Schemes of Work for Design and Technology at KS1 & 2 plus The Nuffield/DATA* Primary Solutions has health and safety points woven into the Scheme of Work and DATA Helpsheets for KS1 & 2 contain references

DATA D&T Lesson Plans (Spring 2002) contain a health and safety teaching point/classroom management point linked to each lesson

#### WORK EXPERIENCE

*Work Experience in Devon, Torbay and Plymouth* - Guidelines for Schools and Colleges (DEBP, June 1999)

Work Experience - A Guide for Employers (DfES, 2000)

Rising Standards - Health and Safety on Work Experience (DfES 1999)

*Work Experience* - A Guide for Schools (DfES 1999)

## **HELICOPTERS ON EDUCATION SITES**

From time to time you are asked whether helicopters may land or take off from your playing fields.

Whilst there would normally be no objection to this, you should consider the risks involved, firstly in terms of ensuring that the helicopter company has adequate insurance and secondly, in terms of the risk to users of the premises in the event of an accident. With this in mind, you should take sensible steps to ensure:

- 1. that the helicopter lands/takes off well away from buildings and well away from pupils etc;
- 2. that the Fire and Rescue Services and local Police are notified;
- 3. that on smaller sites areas are taped off to ensure people know where they can or cannot go;
- 4. that the County Council Insurance Officer has sight of the pilot's Public Liability Insurance.

#### Contacts

DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual)

## **HOMEWORKING**

#### 1 What is Homeworking?

The Health and Safety Executive in recent guidance<sup>1</sup> defines homeworkers as 'those people employed to work at home for an employer'. The Institute of Occupational Safety and Health<sup>2</sup> describes working from home in terms of 'Working by wire, when an employee is based at home or in a location not far from their home and works without physically having to attend the office by using Information Technology'. The term used is 'Teleworking'.

#### 2 What should schools, colleges etc do?

Looking at the above definitions, the simple answer may be '*So what*?'. Most staff are not homeworkers. However, we may be moving towards a hybrid worker who spends time at a traditional base and time at home. Good practice demands that managers/headteachers should consider the health and safety of staff who, for part of their employment, work at or from home. What follows is not an argument for or against homeworking, but a brief outline of the health and safety implications which managers need to consider.

#### 3 The Full Force of the Law

Under <u>The Health and Safety at Work Etc Act</u> (1974) employers have a duty to protect the health, safety and welfare of their employees, including homeworkers. Most of the Regulations made under the Act apply to homeworkers. These will include, for example, risk assessment, use of computers, manual handling, COSHH and so on. Premises will need to be assessed to ensure lighting, heating, ventilation, electrical installations, fire, room size and workstation. Also First Aid and training in addition to normal workplace training needs to be considered. At this point you should clearly be able to see that your school/college budgets are starting to shrink in providing purpose-built home office blocks attached to staff houses! So, lets get real.

#### 4 Lets Get Real

We have already said that staff are not 100% homeworkers, but hybrid. Most staff will require:

- a suitable work surface (table or desk);
- a chair, adjustable;
- computer and accessories;
- storage.

Essentially you need to remind staff who work at home to follow the same rules<sup>3</sup> when using computers (including laptops), that apply when in school, college, the office etc for example, sitting at a dining room table and not in front of a coffee table, using good lighting (not subdued) etc.

#### 5 More

To help you think about assessing risk, a simple checklist is attached. Please use it.

#### 6 Monitor

The above very briefly deals with a national growing trend in working practices. You need to ensure that you monitor how much time staff work at or from home. Individuals need to be instructed that good working practices at school must also be followed at home. The law is clear that homeworkers are employees and are covered by the same laws and regulations as if they worked in school, college or office.

#### References

- 1 *Homeworking: Guidance for Employers and Employees on Health and Safety* Health and Safety Executive IND(G)226L
- 2 Teleworking Out of Site, Out of Mind IOSH: <u>www.iosh.co.uk/inform/datasheet</u>
- 3 Manual DISPLAY SCREEN EQUIPMENT Risk Assessment
- 4 Form PD10 Homeworking Health and Safety Questionnaire Checklist (on the Forms Ordering System) in this Manual under **HOMEWORKING R**isk Assessment
- 5 Form PD61 Healthy Use of Computers Questionnaire for Users (on the Forms Ordering System) in this Manual under *Display Screen Equipment*
- NB: Remember also to consider *The Working Time Regulations* and other personnel issues. You may want to discuss these with your personnel officer.

#### Contacts

DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual)

#### HOMEWORKING Risk Assessment /3

#### **Homeworking Self Assessment**

(see also DCC Form PD10)

Aim : to help you assess the risks of wor	he risks of working at home				
Name: Da	te:				
Address:					
	•••••				
	Yes/No	Comment			
Lighting	<u> </u>				
Do you have adequate light?					
Is the lighting likely to cause a glare?					
Do you have adequate task lighting?					
Do you have adequate ventilation?					
Heating					
Do you have adequate heating?					
Can a comfortable room temperature be easily achieved & maintained?					
Electrical (see Section 4.3 of 'Inspection Checklist for Safety Reps')	ГГ				
Does fixed wiring need checking?					
Fire					
Can you get out safely in a fire?					
Are smoke detectors fitted?					
Is your work area reasonably tidy?					
Room					
Have you enough space to work in?					
Is the floor loading sufficient?					
	II				
Workstation	r				
Use Model Risk Assessment Form PD61 to help think about your set up					
Slips/Trips/Falls					
Look for defects in floor coverings					
Look for trailing wires					
Manual Handling	· · · · ·				
Think about the task you have to perform and do not place yourself at risk					
Security					
How safe is your workstation regarding burglary, etc?					
Think about lone working					

#### NB

1 Refer to the Education Health and Safety Manual for further information on the above.

2 Once completed, the line manager and homeworker need to decide what is to be done to reduce any risks identified.



#### HOMEWORKING HEALTH AND SAFETY QUESTIONNAIRE/CHECKLIST

#### THIS QUESTIONNAIRE/CHECKLIST MUST BE COMPLETED AND RISK ASSESSMENT CARRIED OUT BEFORE THE HOME IS USED AS AN OFFICE. A COPY OF THIS FORM SHOULD BE RETAINED BY YOU AND A COPY PASSED TO YOUR MANAGER WHO WILL PASS IT ON TO THE APPROPRIATE DIRECTORATE HEALTH & SAFETY CO-ORDINATOR/OFFICER AFTER HIGHLIGHTED CONCERNS HAVE BEEN ADDRESSED. A HEALTH AND SAFETY RISK ASSESSMENT OF THE AGREED WORK AREA, ALLOCATED BY YOU, AND THE SIGNIFICANT HAZARDS ASSOCIATED WITH HOME WORKING WILL BE UNDERTAKEN BY A TRAINED RISK ASSESSOR ASSISTED BY YOU. A COPY OF THIS FORM AND SUBSEQUENT RISK ASSESSMENT WILL BE MADE AVAILABLE TO THE APPROPRIATE TRADE UNION SAFETY REPRESENTATIVE.

It should be noted that each person has a common duty of care to all persons living in or visiting their home. Based on this premise it is reasonable to assume that the building in which the home office is to be located is safe and meets these basic requirements.

The Council will be responsible for all furniture and equipment issued and the processes required to be used by you to carry out its business from your home office. This form is designed to assist you and the County Council in assessing whether the room or space allocated by you, together with other considerations, are acceptable for the processes, procedures and equipment required to be used by you on behalf of the County Council. The information given will also be used to ensure that your safety together with those who share and use your home is not compromised as a result of homeworking.

Name:		Designati	ion:	
Home we	orking Address:			
Date:				

**AREA** (Define & describe the room or allocated area to be used for homeworking purposes together with the dimensions of the allocated area including height of ceiling)

ACTIVITY/TASKS to be undertaken in the allocated area

**ACTION NEEDED** 

#### PLEASE PLACE CROSS IN THE APPROPRIATE YES or NO or N/K BOX. IF NO THEN ACTION WILL BE REQUIRED TO RECTIFY THE HIGHLIGHTED CONCERN WHEN THE RISK ASSESSMENT IS UNDERTAKEN.

#### Part 1. ELECTRICITY

**1.1** Is the electricity supply to your home that received from the National Grid (240v 13mp)

		_	
Vec	No	N/K	
105	110	11/1	

**1.2** If No please specify source

	1.3	Is the system fitted with a Residual Current Detector (RCI	))
--	-----	--	----

Ye			No		N/K	
----	--	--	----	--	-----	--

**1.4** How many electrical plug sockets are there available for homeworking purposes within the home working allocated space.

#### Part 2. LIGHT

**2.1** Is there a source of natural light in the allocated space? eg window, skylight etc.

Yes	No	N/K	

**2.2** Does the allocated area have electrical lighting?

Yes		No		N/K		
If Yes please specify number light sources, type and strength						

**ACTION NEEDED** 

#### PLEASE PLACE CROSS IN THE APPROPRIATE YES or NO or N/K BOX. IF NO THEN ACTION WILL BE REQUIRED TO RECTIFY THE HIGHLIGHTED CONCERN WHEN THE RISK ASSESSMENT IS UNDERTAKEN.

#### Part 3. VENTILATION

**3.1** Please specify how the allocated home working allocated workspace is ventilated. (eg window, air brick etc)

#### Part 4. HEATING

5.2

**4.1** Please specify how the allocated home working allocated workspace is heated. (eg open fire, central heating, radiator etc)

#### Part 5. ELECTRICAL EQUIPMENT - for Homeworking purposes

**5.1** Will the electrical equipment to be issued require an extension lead(s)?

Yes		No		N/K		
What lengths of flexible cable will be needed?						
metres						

5.3 Are cables likely to be run under floor coverings, doorways?

Yes	No	N/K	

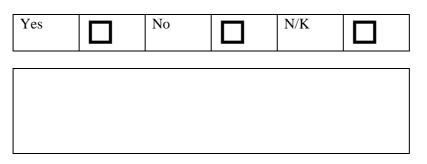
#### Part 6. LONEWORKING

6.1

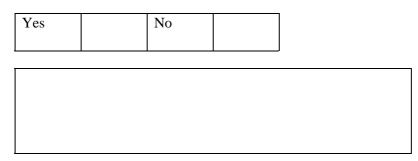
6.2

7.1

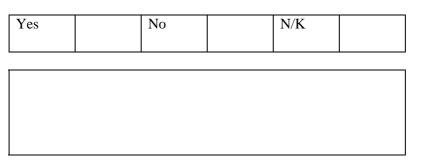
Do you have any concerns about working alone If YES please give details of your concerns



Will there be any other person(s) in your home while you are working in the allocated home space. If YES, please give details below of person(s), if any are children please give their age.



Do you have any concerns regarding security of equipment issued and/or yourself due to working from home? If YES, please give details of your concerns



#### NOTE:

You will be required to complete a <u>Healthy Use of Computers</u> Questionnaire for users, Form PD61 once your homeworking workstation has been set up. Should you at any time have nay concerns regarding your Health and Safety issues relating to your work and homeworking arrangements please report them immediately to your Manager, Directorate Health and Safety Officer/Co-ordinator and/or Trade Union Safety Representative.

## SAFE USE OF INSECT REPELLENTS

Following concerns over adverse reactions to insect repellents - particularly amongst children - the Drug Information Centre has recently issued the following safety guidance:

#### "Guidelines for the Safe Use of Insect Repellents

- Keep out of reach of children, as accidental ingestion can be fatal.
- Do not apply to the hands of children, and avoid contact with the eyes, nose and mouth.
- Use creams, sticks and lotions, rather than sprays.
- Avoid using repellents containing 50% or more DEET (diethytolnamide) or 20% or more on children (ideally avoid use of DEET altogether on children), a safer alternative is Permethrin, which is effective for longer when applied to clothing rather than to the skin.
- Avoid long term use or frequent application.
- Never use repellent on irritated skin or near wounds.
- On returning indoors wash off repellent with soap and water.
- If you suspect an adverse reaction, wash off any repellent and seek medical advice, taking the repellent used with you (note: signs and symptoms may include irritability, loss of balance, confusion, slurred speech, headaches and, in severe cases, coma).

It must be stressed that severe reactions to insect repellents are rare and less of a risk than reactions or illness caused by insect bites (particularly ticks, wasps and bees). We would therefore not wish to discourage their use - however, these precautions will further reduce the risk.

As with all issues related to pupils' medical needs, it is important that parents/guardians are aware of the school's policy and that appropriate consent is obtained"

#### References

MEDICAL TREATMENT Consent - Devon Education Health and Safety Manual

#### Contacts

DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual) Your School Nurse

## INSPECTION CHECKLIST FOR SAFETY REPRESENTATIVES

The original 1990 revisions to *The Inspection Checklist for Safety Representatives* were updated in 2001 to make it more risk assessment orientated and re-formatted to make it an even more useful working document.

Once again the Trades Union Representatives on the Education, Health, Safety and Welfare Committee contributed to making this an improved means of assisting Union-Appointed Safety Representatives (and others) in carrying out Health and Safety checks on site. The document still stands the test of time and enables you to carry out many checks which are required by law.

The list can never be exclusive and users need to customise it for their own establishments. To this end, it has been made available as a computer file - free to schools subscribing to the DEHSSA Service Level Agreement - by request to the Helpline on 01392 382027. Non-subscribers can purchase it (£29.50 incl. VAT) via the Education, Arts and Libraries On Line Shop, <u>www.devon.gov.uk/eal</u> which can also be reached from the Education Health and Safety website, via the On Line Shop link.

#### Contacts

See page on Trade Union Contacts on the Education Health and Safety website, via the Information page and Union Consultation link

DEHSSA (see 'Contacts List' in the Devon Health and Safety Manual)

#### **INSPECTION CHECKLIST FOR SAFETY REPRESENTATIVES**

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(DEHSSA)

## INTRODUCTION

This checklist has been prepared to assist safety representatives and others carrying out inspections of education premises. You will need to familiarise yourself with the various headings so that you can enter appropriate room numbers against items which need attention. The guidance is offered under broad headings for ease of reference and is not intended to be exhaustive.

No one can be expected to be expert in all aspects of Health and Safety but further advice can always be obtained from **DEHSSA**, **YOUR TRADE UNION** or **PROFESSIONAL ASSOCIATION**.

The **Devon Education Health and Safety Manual is the key document** to accompany this checklist and you should be familiar with its contents, especially the policy documents. Some of these have been produced by the Education, Arts and Libraries Directorate or written by other national bodies and adopted as Directorate policy - see the Guidance Documents sheets in the Health and Safety Manual.

Inspections should be concerned with health, safety and welfare issues and not with building maintenance in general, unless this has health, safety and welfare implications. The normal arrangements for notifying property defects may often be more appropriate than using the HS3 form.

## USE THE LOCATION BOXES TO RECORD WHERE THE DEFECT IS FOUND AND THEN ENSURE THAT CORRECTIVE ACTION IS TAKEN

#### **1 CIRCULATION AREAS**

	L	0	С	А	Т	I	0	Ν
Stairways								
Stairways not fitted with sound banisters or rails								
Stairways inadequately lit								
Steps or stair coverings badly worn, broken or inherently								
slippery :								
	Stairways not fitted with sound banisters or rails Stairways inadequately lit Steps or stair coverings badly worn, broken or inherently	Stairways not fitted with sound banisters or rails Stairways inadequately lit Steps or stair coverings badly worn, broken or inherently	Stairways not fitted with sound banisters or rails Stairways inadequately lit Steps or stair coverings badly worn, broken or inherently	Stairways not fitted with sound banisters or rails	Stairways not fitted with sound banisters or rails	Stairways not fitted with sound banisters or rails	Stairways not fitted with sound banisters or rails	Stairways not fitted with sound banisters or rails

#### NOTES:

#### 1.2 Passages

a.	Floor surfaces not free from trip hazards or inherently slippery		
b.	Inadequately lit		
C.	Obstructed by furniture, equipment and other materials		

- d. Litter or rubbish allowed to accumulate (see FPG & L)
- e. Inadequate or poorly positioned matting at entrances
- f. Mats/floor covering excessively worn forming trip hazards

#### NOTES:

NOTES.	

Devon Education Health and Safety Officers (DEHSSA)

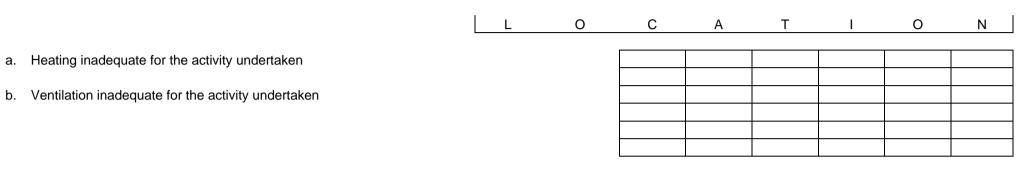
EHS/G 2/04

## USE THE LOCATION BOXES TO RECORD WHERE THE DEFECT IS FOUND AND THEN ENSURE THAT CORRECTIVE ACTION IS TAKEN

		L	0	С	А	Т	0	Ν
1.3	Doors and Windows							
a.	Doors obstructed							
b.	Glazed, fire resisting doors don't meet Fire Officer's requirements							
c.	Vision panels in doors obstructed							
d.	Doors with:							
	- loose or broken hinges							
	- damaged or sticking catches							
	- broken wood or glass panels							
	- loose or stiff handles							
e.	Doors liable to blow open but don't have suitable restraints;							
f.	Appropriate windows not safety glazed/risk assessed							
g.	Glass in windows broken or badly cracked;							
h.	Windows normally used for ventilation only open with undue force							
i.	Opening on window cannot be restricted to prevent accidental fall							
j.	Windows jut out dangerously into walkways, when open;							
k.	Windows have broken fastenings or cords;							
١.	Window pole not available where needed							

### 2 HEATING, LIGHTING AND VENTILATION

## USE THE LOCATION BOXES TO RECORD WHERE THE DEFECT IS FOUND AND THEN ENSURE THAT CORRECTIVE ACTION IS TAKEN



#### NOTES:

#### **3 FIRE SAFETY**

You should be aware of the content of the LEA document "Fire Precautions Guide and Log" and the need for Fire Risk Assessment. A check should be made each term that all entries in the Fire Log are up-to-date. Below are some general checks that should be done on a routine inspection tour.

	L	0	С	А	Т	0	Ν
<ul> <li>a. Extinguisher not on annual contract check (inventory needed)</li> <li>b. Access to extinguisher blocked</li> <li>c. Extinguisher not wall mounted, missing or damaged</li> <li>d. No Fire Evacuation notice posted</li> <li>e. Fire exit not marked</li> <li>f. Fire exit blocked/obstructed - inside or out</li> </ul>							

g.	Fire exit locked			
h.	Fire exit difficult to open/close			
i.	Fire door hooked/propped open			
j.	Fire doors don't fit			
k.	Fire escape steps slippery			
١.	Fire escape steps in need of maintenance			
m.	Heater tops covered in combustibles			
n.	Heaters not clear of furniture			
0.	Heaters not guarded where necessary			
	Heater guards not fixed			

#### NOTES:

#### **4 ELECTRICAL EQUIPMENT**

	N
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#### 4.1 General

a. Not all electrical equipment safe and regularly checked

- b. Mains electric switchgear and meters not kept clear of combustible materials
- c. Access to fuse box / distribution board blocked
- d. Access to above not restricted to authorised persons only
- e. Water supply is in close proximity to mains electric outlet
- f. Electrical warning signs missing

#### NOTES:

Devon Education Health and Safety Officers (DEHSSA)

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#### 4.2 Lighting

- a. Not all the light fittings working;
- b. Light switches are loose, cracked or broken;
- c. Lighting inadequate for the type of work being undertaken.
- d. Blinds needed
- e. Blinds in need of repair
- f. Lighting levels poor
- g. Diffusers missing from fluorescent tubes





#### 4.3 Plugs/Sockets/Leads

- a. Plugs cracked or with pieces missing;
- b. Sockets cracked or with pieces missing;
- c. Socket screws and mountings not secure;
- d. Sockets not situated in safe positions/ not convenient for use of equipment
- e. Indicator lights where fitted on sockets don't function;
- f. Insulation on leads cracked or frayed;
- g. Leads have knots, joins and kinks
- h. Drum extension leads being used coiled
- i. Leads incorrect length for the equipment being used
- j. Hazardous trailing leads
- k. Plug boards overloaded (not >1500 w)

Ν

I.	Box adaptors being used			
m.	leads and flexible cable unsecurely fixed at equipment/plug ends			

NOTES:	

#### 4.4 Equipment

- a. Fixed and portable electrical equipment damaged
- b. Copies of manufacturers' instructions/operating manuals not accessible
- c. Equipment not being used for purposes for which it was intended
- d. Not all equipment switched/unplugged, where appropriate, when not in use
- e. On/off indicator lights, where fitted, not functioning correctly
- f. Unauthorised equipment is in use
- g. Personal property, gifts, etc, not tested for safety before use
- h. Warning signs missing

NOTES	
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#### **5 STORAGE**



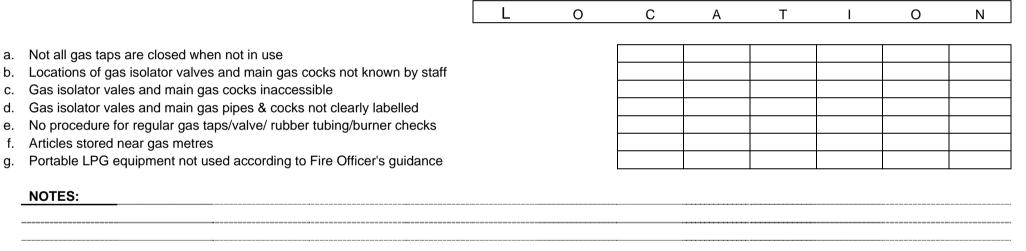
- a. Lots of combustible materials incorrectly stored
- b. Overloaded, bending shelves
- c. Wobbly files (shelf dividers needed)
- d. Storage high up with no access equipment obviously available
- e. Store floors clutted and shelves inaccessible
- f. Cleaning equipment left around
- g. Protruding legs on equipment
- h. Delivered goods left about
- i. Photocopier paper badly positioned

 Image: second second

#### Store cupboards left unlocked.

NOTES:

### 6 USE OF GAS



### 7 FIRST AID

- a. Notices not posted in all areas indicating arrangements
- b. Suitably stocked first aid boxes not available/accessible in appropriate

	places - eg lab, workshop, gymnasium, art room, catering area etc			
c.	First-aid boxes contain non-recommended items			
d.	Staff are not familiar with treatment recording procedures			
e.	Staff are not familiar with accidentt reporting procedures			

NOTES:		

#### 8 GENERAL PURPOSE CLASSROOMS



- a. Look again at sections 1-4;
- b. Classrooms used for specialised teaching are overcrowded
- c. Not all cupboards, fixed blackboards and display units are stable
- d. Classroom furniture badly damaged (has sharp edges/corners)
- e. Furniture is not positioned safely
- f. Furniture does not comply with regulations re foam content
- g. Shelf mountings not secure

#### NOTES:

9 FOR LABORATORIES

**TECHNOLOGY WORKSHOPS** 

**ART AND POTTERY DEPARTMENTS** 

FOOD TECHNOLOGY, etc

### REFER TO THE APPROPRIATE GUIDANCE DOCUMENTS LISTED IN THE HEALTH AND SAFETY MANUAL

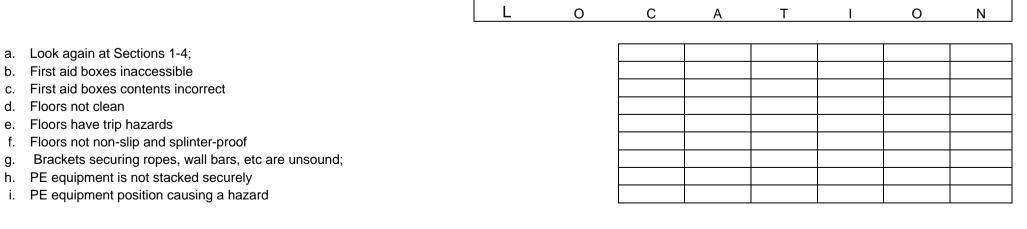
#### **10 GYMNASIA AND HALLS**

b.

c.

f.

g.



Devon Education Health and Safety Officers (DEHSSA)

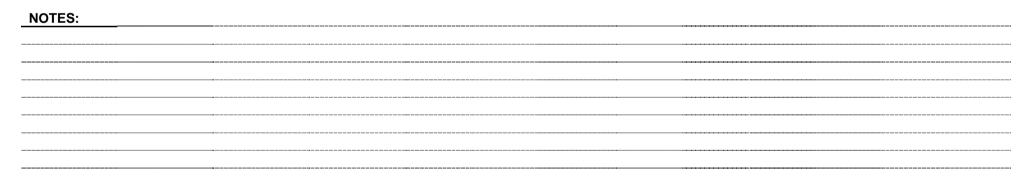
- j. No routine inspection of furniture, floors, apparatus, equipment and fittings
- k. Annual maintenance contract for equipment not in place
- I. Wooden beams, benches etc showing splinters and seem generally unsound
- m. Vaulting horses, beams and benches unstable and wobble when in use
- n. Broken tiles or sharp edges in the showers

#### GYMNASIA AND HALLS cont'd

- o. Showers and foot baths not in working order and not clean and disinfected
- p. Floors are hazardous when wet or dry
- q. Changing rooms not clean, tidy and disinfected
- r. Where there is a stage:
  - 1 Steps are damaged
  - 2 Steps have an inadequate handrail
  - 3 Annual stage lighting/equipment maintenance check not in place
  - 4 Stage lighting not properly wired and earthed (visual check)
  - 5 Stage lighting notused and stored correctly
  - 6 Curtains do not run freely.

1			

REFERENCE SHOULD ALSO BE MADE TO THE APPROPRIATE GUIDANCE TEXT LISTED IN THE HEALTH AND SAFETY MANUAL.



### **11 NON-TEACHING AREAS**

a. Look again at sections 1-4;



1	Office does not comply with Workplace Regulations
	re space, heating, lighting, ventilation, etc.
2	Photocopy/duplicating substances stored incorrectly
3	Reprographic area not adequately ventilated
4	PD 61 Workstation Assessment not completed
5	Filing cabinet not marked "Not anti-tilt"
6	Dangerous parts of machinery not guarded e.g guillotine
7	No step ladder for access to high storage
8	Insufficient electrical points for appropriate equipment use

#### NOTES:

#### c. Boiler Rooms

Combustible materials stored in the boiler rooms 1 2

2 Boiler not regularly maintained by a competent person
---

Boiler room unlocked when not in use 3

	_	 -	-	

NOTES:	
****	



#### d. Caretaker's/Cleaner's Store Room

- 1 Room unlocked when not in use
- 2 No risk assessment/COSHH assessment for storage or handling of chemicals
- 3 Contains items not recommended for use, e.g bleach

#### NOTES:

1

#### e. Teaching and Non-Teaching Staff Facilities

- Look again at Sections 1-4;
- No secure facilities for storage of staff personal belongings
- 2 Staff have no access to refreshment facilities
- 3 Staff accommodation unsuitable for the numbers
- 4 Insufficient seating available
- 5 Sanitary facilities not maintained in a clean and safe condition
- 6 Sanitary facilities not sufficient in number (Workplace Regs)
- 7 No sanitary towel disposal unit available
- 8 Cloakroom facilities inadequate.

#### NOTES:

Sanitary Facil	ties for Pupils			
1	t <b>ies for Pupils</b> Sanitary facilities not maintained in a clean and safe condition.			

1
NOTES:

f.

L O C A T I O	Ν
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#### g. Outside Areas

Hazardous paving slabs - paths slippery 1 2 Outside steps not safe - insecure handrail/inadequately lit 3 Roofs, guttering, drain pipes, etc in need of repair Play areas not clean/free from glass/animal faeces, etc 4 Hard play areas (games courts) show hazardous disintegration 5 Outside play/PE appliances not securely anchored 6 Holes for goa/netball/ tennis posts not covered when not in situ 7 Equipment not secure on field (goalposts) 8 Equipment store untidy / insecure 9 If there is a **swimming pool**: 10 the pool and surrounding area not kept clean the chemical store not secure procedure for chemical use not documented/logged no COSHH assessment not fenced and gates not secured changing rooms not clean and safe no "unauthorised access" signs Outside lighting not working / inadequate 11 Parking does not segregate vehicles from pedestrians 12 Traffic routes do not segregate vehicles from pedestrians 13 Waste bins stored insecurely and/or present an arson risk 14 15 Builders' materials, maintenance equipment, etc not secure Chain link and wire-fencing not in safe condition 16 17 Walls and fences not in safe condition

1			

#### NOTES:

Devon Education Health and Safety Officers (DEHSSA)

EHS/G 2/04

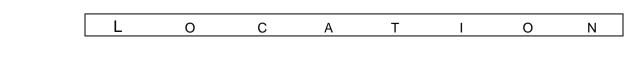
		L	0	С	А	Т	I	0	Ν
18	Playground Equipment Safety								
	- paintwork/preservative is in poor condition								
	- not all parts are present and secure								
	- supports not firmly fixed								
	- corrosion at ground level or elsewhere								
	- surrounding surface is in poor condition								
	- sharp corners, edges or projections								
	- timber parts are in poor condition								
	- moving parts are in poor condition								
	- wear occurring on individual chain links								
	<ul> <li>wear occurring on suspension points</li> </ul>								
	- swing seats are in poor condition								
	- seat fixings are in poor condition								
	- sliding surfaces in poor condition and contain	n gaps							
	- safety features, e.gside boards, are in poor of	condition							
	- steps, footboards and platforms are in poor	condition							

Ensure that any defects are reported and, if necessary, arrangements are made to take the equipment out of use until repair or replacement is effected.

Copies of the defect reports should be kept and referred to when carrying out subsequent inspections.

# 

### **12 SECURITY**



Devon Education Health and Safety Officers (DEHSSA)

EHS/G 2/04

a.	Access for visitors through other than main entrance only			
b.	Inadequate signs directing visitors to Reception			
C.	No door indicator when Reception unattended			
d.	Not all external doors secure			
e.	No visitor signing in/out book or ID badges			
f.	No emergency communication for staff			
g.	Unattended/unlocked staffroom and offices			
h.	No full burglar alarm			
i.	Inadequate CCTV coverage			
j.	Equipment not conspicuously security marked			
k.	No fixed safe			
I.	Inadequate security for cash in transit			
m.	Annual review of security risk assessment overdue			

#### NOTES:


## **INSURANCE**

#### RISKS WHICH ARE OR COULD BE COVERED

- Premises: fire, damage and theft of fittings
- Contents and equipment: damage and theft
- Building work on site
- Public liability
- Employers' liability
- Legal expenses policy
- Fidelity and fraud
- Loss of income from lettings
- Lettings
- Vehicles
- Pupil injury during sporting activities
- School trips

#### WHAT IS COVERED BY THE LEA

The LEA's insurance policies cover both its responsibility and that of school governors as follows:

a Fire Insurance

All the Authority's buildings are insured against fire, lightning, explosion, aircraft and riot fire risks. All of the Authority's contents of its buildings are similarly insured. Aided schools are separately insured as they are owned by the Trustees rather than the Authority.

**NB:** Contents of both County and Aided Schools are only insured by the Authority against the risks specified above and not against theft or accidental damage. Such cover is available in the insurance market should schools wish to extend cover beyond that provided by the LEA.

b <u>Public Liability</u>

The Authority provides cover against claims made by Third Parties who have suffered injury, loss or damage as a result of the negligence of its employees, servants or agents including volunteer helpers approved by the governors/headteacher. Cover also extends to the action of governors of County Schools whilst acting in their capacity as governors, and to those Aided Schools in respect of claims arising from the use of school premises for educational purposes.

The legal liability of volunteer helpers is covered by the LEA's Public Liability Policy.

c <u>Employer's Liability</u>

The Authority provides cover of £50m for its legal liability for injury to persons under a contract of service to the Authority, either full or part-time including those persons under a contract of service to aided school governors whilst engaged in their duties related to educational activities.

#### d <u>Governors' Insurance</u>

At page 10 of the Devon County Council Local Management of Schools Scheme (1995 Revision) governors insurance is as follows:

- i **Public Liability** : The Council provides cover up to £50 million against claims made by Third Parties who have suffered injury, loss or damage as a result of the negligence of its employees, servants or agents including volunteer helpers approved by the Education Department. Cover also extends to the action of governors of County Schools whilst acting in their capacity as governors.
- ii **Libel and Slander** : The County Council has extended its policy to include school governors on the same basis as elected members that is they are included in the policy as co-insureds with the LEA.
- iii **Assault :** The County Council has extended its policy to include school governors who would therefore be covered if they were assaulted and suffered serious permanent injury in the execution of their duties as governors.

#### WHAT IS NOT COVERED BY THE LEA

The broad headings which are not insured are as follows:

- Legal expenses to protect governing bodies against legal costs arising from cases relating to such makers as exclusions, racial or sex discrimination, staff dismissals.
- Fidelity and fraud of employees is covered but not fraud by governors.
- Loss of income from lettings caused by premises being out of action through damage.
- Pupil injury during sporting activities. Personal injury insurance, however, is something which parents should consider, possibly via the Parent Teacher Association (Reference could be made to this in the School Prospectus).
- Loss or damage to buildings or contents caused by malicious and accidental damage, theft and burst pipes (and flood, earthquake, storm, tempest, riot impact), but schools can obtain such cover themselves, should they so wish.
- Personal accident cover for employees and individual volunteer helpers.
- Supply cover for teachers' illness outside those met centrally for maternity leave, long term absence arising from sickness, Trade Union duties, and duties as Magistrate, elected member at a meeting of the Local Authority, service with the Armed Forces of jury service. Again cover is available, but at a price.
- **NB:** The County Council no longer retains a sum of money centrally to reimburse schools for the replacement of curriculum equipment which has been stolen or vandalised.

#### WHAT IS THE INSURANCE POSITION FOR HIRING TO OUTSIDE BODIES?

Where buildings are let to outside bodies or individuals the LEA's public liability insurance only covers its own legal liability for loss, damage or injury to Third Parties (including the Hirer), but not the legal liability of the Hirer. The LEA's own letting form Let1 should always be used for all lettings, regardless of whether or not a fee is charged.

#### Contacts

DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual) Chief Executive's Insurance Section at County Hall

## Sample Job Description For Staff with Health & Safety Responsibilities

Some education establishments delegate the co-ordination of Health and Safety activities to a member of staff. It should be noted that Union-appointed Safety Representatives are not the same as they have special rights and functions. Their role is to represent their Members as outlined on Manual Sheet **SAFETY REPRESENTATIVES**, **R**egulations. The Head of the Establishment can always delegate the health and safety function, but **NOT** the responsibility. Below are the outlines of the possible areas of work to be carried out by:

- i a **Health and Safety Co-ordinator** in a school/college/education establishment this might also apply, with a little adaptation with regard to Line Management, to a Centre Manager in a free-standing Directorate establishment, eg a Divisional Office;
- ii a **Section Head** in an office.

These outlines are not exhaustive or definitive and can be adapted according to local circumstances and agreement. They do form, however, the basis on which the particular Health and Safety roles of these staff should be operated.

#### (i) Duties of a Health and Safety Co-ordinator in a school/college/education establishment

- To be the focal point for reference on health and safety matters, reporting directly to the Head, but liaising closely with the Union-appointed Safety Representative where one exists.
- To identify the school's (including Governors) health and safety training needs, liaising with the school's INSET Co-ordinator, in both curriculum and general safety areas and to devise a training programme to be incorporated into the school's development plan and advise on how this may be achieved.
- To co-ordinate the implementation of governors' health and safety policy and arrangements, accident reporting, risk assessment, manual handling assessment, display screen equipment assessment, and to review and update these as necessary (eg once a year or when circumstances change).
- To ensure that there is an effective communication network within school and with outside agencies to enable effective dissemination of information and action and to ensure that appropriate expert advice is sought and made available to staff.
- To put in place procedures to monitor the effectiveness of the policy and management of health and safety in school, eg inspections, analysis of accidents and report these, via the Head, to the Governors on a termly basis and to provide an annual report on health and safety which can be included in the Governors' Annual Report to Parents.
- To arrange induction and appropriate training for new staff to cover fire evacuation, first aid arrangements, workstation ergonomics, manual handling etc.
- To obtain relevant advice and guidance on Health and Safety matters.
- To hold and update the Health and Safety Manual and other policy documents and disseminate amendments to staff and governors.
- To maintain, update and monitor Health and Safety records, asbestos register, maintenance schedules, etc see appropriate Manual Sheets for further information.

#### (ii) Health and Safety Responsibilities of Section Heads

All Section Heads will:

- Report any damage or faults in the building fabric, furniture, furnishings or equipment to the Line Manager for appropriate remedial action (completing an appropriate form to record this), thus effectively controlling physical risks in the Section.
- Ensure that local arrangements are in place for the ordering and specification of safe equipment and its subsequent inspection and maintenance.
- Be directly responsible to the Line Manager for the overall co-ordination of health and safety policy and the implementation of arrangements and procedures with section staff and in the work area, eg ensure that staff are aware of accident reporting requirements and that appropriate forms are completed and despatched when accidents or injuries occur; posting of First Aid arrangements, Fire Evacuation procedures, etc.
- Establish and maintain safe working practices.
- Resolve health, safety and welfare problems referred to them by members of their staff, or refer to the Line Manager any problems they are unable to resolve within the resources available to them.
- Co-ordinate the annual risk assessment of activities and equipment for their staff and their work area and activities and arrange for risk assessment to take place when significant changes occur within the year.
- In consultation with their staff, identify on-going health and safety training needs and bring these to the attention of the Line Manager and ensure that sufficient information, instruction, training and supervision is provided to enable employees to avoid hazards and contribute positively to their own health and safety.
- Maintain staff training records according to the local system.

#### Contacts

DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual)

## <u>Management of Risk from Legionella</u> <u>Bacteria</u>

Legionella bacteria are common and can be found naturally in environmental waters such as rivers, lakes and reservoirs. Legionella bacteria require nutrients to multiply e.g. algae and other bacteria commonly encountered within the water system.

Legionella bacteria may also colonise in manufactured water systems where the presence of sediment, sludge and scale, plus a favourable temperature of between 6C and 60C, will encourage the bacteria to grow. Water temperatures of between 20C and 45C appear to favour growth but they will not survive over 60C.

Legionnaires disease, a potentially fatal form of pneumonia, is contracted when droplets of contaminated water from air conditioning or showers for example, are inhaled.

To take account of the recommendations within the Approved Code of Practice L8 – Legionnaires Disease, Devon County Council's Asbestos and Legionella Manager, Nigel Coleman, has produced policy and guidance on the Management of Risk from Legionella Bacteria. Premises Managers are advised to read the Policy and guidance and consider the implications that they have for their premises. The Policy statement lists the control measures that Devon County Council will put in place. These, together with other information and guidance can be viewed on the following link:

www.devon.gov.uk/private/corporate/policy/hr/health/homepage/shtml

Form LEG 1 (copy attached) should be completed and returned whenever work is carried out which may affect the water systems within the premises.

#### REFERENCES

- Approved Code of Practice L8 Legionnaires Disease
- DCC Management of Risk from Legionella Bacteria

#### **CONTACTS**

- Devon Education Health, Safety and Security Advisers see contact numbers at the front of this manual
- Nigel Coleman, DCC Asbestos and Legionella Manager telephone number 01392 383538
   E-mail – nigel.coleman@devon.gov.uk
- Devon Property Practice

WATER HYGIENE DATA RETURN FORM LEG 1						
PLEASE USE THIS FORM TO PROVIDE INFORMATION AND UPDATES RELATING TO WORKS CONDUCTED TO WATER SYSTEMS WITHIN YOUR PREMISE						
BUILDING NO.	BIS	NAME (Print Name)				
	DFES					
	JOB NO.					
SITE ADDRESS						
ROOM NO.S/SYSTEMS A	FFECTED					
DESCRITPTION OF WORKS: i.e basin removed etc/list priority where applicable/ provide sketch as req'd						
Signed: Date:	Position					
THIS FORM SHOULD BE RETURNED TO NIGEL COLEMAN ROOM G95, COUNTY HALL TELEPHONE NO. 01392 383538						
AFFECT THE WATER SYSTEMS W	TED WHENEVER ANY ACTIVITY IS C /ITHIN YOUR BUILDING – IT IS DESIC IBLITIES OUTLINED WITHIN COP L8	GNED TO ASSIST AND SUPPORT				

## **LONE WORKING**

## Risk Assessment Notes for the Safety of Lone Working in Schools and Colleges

#### Definition

A lone worker is any person who works alone at any time day or night, in or out of doors for significant periods of time, eg teachers (in their rooms working after school and home visiting), caretaking/cleaning staff after hours, administrative staff on reception and mealtime assistants. It should be noted that this definition includes not only solitary working, but also staff whose work involves no close, frequent and regular contact with work colleagues or supervisors.

#### 2 Introduction

Lone Working is a common occurrence in schools. The LEA and Governors recognise that lone workers face particular problems and they will not require employees to work in such circumstances where the health and safety risks are unacceptable.

Headteachers must therefore have a systematic procedure for assessing the risks that a lone worker may face and take action, where necessary, to remove or reduce the risk to an acceptable level.

#### 8 Policy Statement

The LEA (and locally the Governors) are responsible for the Health and Safety at Work of its employees and of those affected by its work operations. The LEA and Governors therefore have a duty to organise and control the work activities of their lone workers so far as reasonably practicable in a safe and healthy manner. This is to be achieved by means of a risk assessment.

It must be stressed that where lone workers find themselves in a situation which, in their opinion, may be stressful or hazardous, then they should withdraw from the situation without fear of prejudice and request assistance where necessary. That work operation should subsequently be reassessed as to its suitability for lone workers.

#### Risk Assessments

In consultation with staff, Headteachers/Principals or the schools Health and Safety Coordinators need to assess the risk to lone workers as follows:

Action by:

#### (i) Headteacher/Principal

- a Identifying task/or work activities undertaken by lone workers.
- b Identifying hazards present in the activities based on observation, past experience, previous records and how they may occur. Some of the hazards that may be encountered are physical attack, verbal abuse, sudden illness, hazardous chemicals, falls from height, electrocution, animal attack, etc.

- c Assessing the risk ie the probability of the hazard causing harm, the severity of that harm and who is at risk. This will involve a judgement as to the significance of the result of (b) and (c). Once the hazards have been identified and the potential harm assessed then Headteachers should review or upgrade the control measures that are in place and thus eliminate or minimise the risk involved.
- (ii) <u>Head of Department/Supervisor/Lone Worker</u>
- d Carry out an on-site assessment to ensure all risks are covered.

#### (iii) <u>Headteacher/Supervisor</u>

e In conjunction with staff involved, record the assessments and inform those at risk of the precautions to be adopted.

### 5 Action Checklist

To assist in the process here are some things you should consider when looking at lone workers.

- i Can the duties or activities be organised in such a way as to eliminate or at least reduce the risk eg double manning, phone or letter query rather than personal visit, use of battery operated tools to eliminate electrocution, reporting in? Lone workers should not be exposed to significantly more risks than staff who work together.
- ii Has sufficient training been given:
  - a to help manager/employees recognise the hazards and
  - b to deal realistically with the risks when they are encountered, eg
  - manual handling skills
  - emergency procedures
  - first aid procedures
  - map reading
  - communication skills
  - self-awareness/confrontation skills
  - fitness
  - safe systems of work
  - when to stop work and consult a supervisor
  - c To ensure employees understand the importance of reporting incidents and failures of risk control measures.
- iii Have sufficient lines of communication been established commensurate with the risks involved with the lone working including contingency plans for failure of established lines of communication, eg when an employee does not report in?
- iv Has the work schedule been approved by the supervising officer/Head of Department and the periods for reporting in to a base location been agreed. Can the system fail?
- v Has particular attention been give to those visits and work activities that will occur out of normal day work hours, eg when back-up may not be so readily available?
- vi Is the person medically fit and able to work alone? What happens if a person becomes ill, has an accident or there is an accident or there is an emergency?

vii Where relevant has suitable safety equipment been issued and maintained? For example:

- first aid kit
- mobile phone
- protective clothing
- high visibility jackets
- electronic anti-person/animal alarm
- torch
- safety harness and lines
- cold weather protection
- footwear to suit conditions
- eye, head and hand protection
- radio/network system

### 6 Monitoring

People, places and procedures change. It is essential that lone working is constantly monitored and procedures amended to reflect experience and changing circumstances. Incident reports and failures of precautionary measures should be analysed regularly to spot trends and identify the need to amend or enhance precautions.

### 7 Getting Help

a Advice, Information and Training

DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual)

- b <u>Publications from</u>
  - i The Health and Safety Executive 'Working Alone in Safety'
    - Controlling the risks of solitary work IND (G) 73 (L)
  - ii The Suzy Lamplugh Trust 020 88760305

#### c <u>Technology</u>

Look out for new developments in technology. This is becoming more and more sophisticated and prices should fall in time to reflect demand.

# References

Working Alone in Safety - Controlling The Risks Of Solitary Work IND(G) 73(L) (Health and Safety Executive) Publications and other resources from The Suzy Lamplugh Trust - Telephone 0181 876 0305 Management Guidance Notes for the Safety of Lone Working - SWPE Safety Advisory Panel

# Contacts

DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual)

# MAINTENANCE AND INSPECTION OF MECHANICAL AND ELECTRICAL SYSTEMS AND EQUIPMENT

# LEGAL REQUIREMENTS

Under the Health and Safety at Work Act 1974 employers are responsible for the maintenance, testing and inspection of machinery, plant and equipment to ensure that it is kept in a safe condition. On the introduction of LMS these functions were divided between Devon Property Strategy Unit, the County's Insurers and Heads and Governors, depending on who holds the budget. The Provision and Use of Work Equipment Regulations (PUWER 98) 1998. The prime objective of PUWER 98 is to ensure that work equipment should not result in health and safety risk, regardless of its age, condition or origin. PUWER 98 also clarified the requirement for all equipment to be well maintained and kept in good repair. It is clear that the regulations require planned maintenance programmes, along with appropriate recording systems which will not only provide for greater safety of the user, but also prolong the life of the equipment, often preventing expensive breakdowns due to component wear and failure.

To comply with the PUWER 98, it is necessary to identify, list and record the testing, maintenance and inspections of plant and equipment. Some machinery will have a maintenance log supplied by the manufacturer which can be used, otherwise locally produced record sheets need to be compiled. In certain circumstances, inspection test certificates will be provided by the specialist company undertaking the test/inspection work (eg fire extinguishers or PE equipment etc). Whatever the method of recording examinations and tests, it must always be the aim to ensure that comprehensive records are kept. These records provide evidence that the school is fulfilling the requirements of the legislation and can prove extremely valuable when defending a civil claim.

The maintenance must take place at suitable intervals, some being dictated by law such as the annual inspection of Local Exhaust Ventilation systems and fume cupboards (COSHH), and must be carried out by a competent person (one who has sufficient skills, knowledge, training and experience). The records, including copies of any test or inspections certificates, should be kept in an appropriate place where they can be checked. All maintenance and testing of fire fighting and detection equipment, and escape lighting etc should be kept in the Fire Precautions Guide and Log.

### ADMINISTRATIVE ARRANGEMENTS

The main maintenance functions are administered as follows:

The Insurance Section of the Chief Executive's Directorate (CHEX) administers inspections and surveys by specialist inspectors of Royal Sun Alliance Engineering on the following equipment:

- Lifts, lifting equipment such as winches, hosts, jacks, slings, cranes
- Boilers
- Pressure Vessels eg air receivers and other pressure vessels such as autoclaves and LPG heating installations

Devon Property Practice administer maintenance checks on:

- Mechanical fans and air conditioning
- Heating Plant
- Fan Convectors
- Fume Cupboards
- Kitchen fans and canopies
- Lifts
- Swimming pool pumps and filters etc
- Mains Gas/Electrical and Water systems
- Fire Alarms and emergency heating systems
- Gas detection systems

Education establishments should administer maintenance checks of the following. Competent contractors should be used where necessary and Devon Property Practice can advise on this.

- Gas Welding equipment in Technology Workshops
- Local Exhaust Ventilation systems (eg dust extractors in workshops at least every 12 months)
- Machine guards and interlocks
- Motor vehicles and trailers (owned by the school)
- Play and sports equipment exterior (eg goal posts, netball posts, climbing frames)
- Play equipment/PE/Gymnasium equipment interior (ie wall bars, indoor climbing frames, climbing ropes)
- Fire Extinguishers
- Portable electrical equipment
- Stage lighting and control panels
- Technology workshop equipment

Devon Property Practice administer quarterly/annual maintenance checks on fire alarm systems and escape lighting. In addition establishments should undertake a weekly test of the alarm from a different call point each time and a check on fire fighting equipment. Further guidance is contained in the Fire Precautions Guide and Log (BR91).

#### MAINTENANCE WALL PLANNER

DEHSSA have produced a wall planner to help schools monitor their maintenance programme, a copy of which is included in the Devon Education Health and Safety Manual. You will need to customise it for your school. It works on a double entry system whereby you enter the date of the checks on the list that you are expecting, in the month concerned. When the contractor has visited you can enter the actual date of his call. At the end of each month it will be clear which inspections are overdue.

In order to customise the sheet you should refer to the information below, because, for example, schools have a variety of different heating systems and you need to know which type you have in order to establish the appropriate inspection interval.

Heating Plants

Oil fired boilers Gas fired (blown air) boilers 6 monthly 6 monthly

Oil fired fan operated warm air heaters Gas fired fan operated warm air heaters Oil fired convector heaters Gas fired (atmospheric) boilers/water he Gas fired convector heaters Gas fired fan assisted convector heaters	s - 6 monthly - 6 monthly eaters - Annual - Annual
Exceptionally quarterly inspections may be carr	ied out.
Swimming Pools	
Continuously operated pools Seasonal pools	<ul> <li>2 service visits per year</li> <li>2 visits - opening (Spring) closing (Autumn)</li> </ul>
Pressure Systems	
Autoclaves Air Receivers	- Annual - Annual - Bi-annual (Internal inspection)
Pressure Water Boilers (stills etc)	- Annual
Portable Electrical Equipment	

See separate guidance **MAINTENANCE** Portable Electrical Equipment for formal visual inspection and combined inspection and testing periods.

# **REGULAR USER CHECKS**

Regular user checks and frequent visual inspections are not included here, eg fire extinguishers should be checked regularly for signs of damage, portable electrical equipment for obvious signs of wear and damage, prior to use. Items such as personal protective equipment, also requiring frequent in-house inspection and maintenance, are not listed. An Excel file is available from DEHSSA for schools wishing to design their own year planner for in-house inspection and maintenance by school staff, with items not included on the Equipment Maintenance Record Sheet or it can be downloaded from the website.

### Contacts

DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual) Devon Property Strategy Unit Devon Purchasing Refer to HSE booklet Maintaining Portable Electrical Equipment in Offices and other Low-Risk Environments (INDG236 5/100 C600)

	LOG OF HEALTH AND SAFETY MAINTENA	NCE AND IMPROVEMENTS W	ORK FOR YEAR	k:
DATE	NATURE & LOCATION OF WORK	CONTRACTOR	COST	COST CENTRE

# TESTING OF PORTABLE ELECTRICAL EQUIPMENT IN OFFICES AND OTHER LOW-RISK ENVIRONMENTS

The Health and Safety Executive (HSE) have recently issued revised guidance on the frequency of testing of portable electrical equipment and it was considered appropriate for the Authority to review its 'call off' contract for the testing of this equipment and suggest the frequency of tests. The following table outlines the suggested intervals for the testing of electrical equipment in offices and other low risk environments. If the equipment used does not fall into this category please contact your departmental Health and Safety Adviser/Officer who will advise you accordingly.

<b>Equipment/environment</b> (All electrical equipment with a plug and lead which is easily moved)	User checks	Formal visual inspections	Combined Inspection and testing
Battery-operated: (less than 20 volts)	No	No	No
Extra low voltage: (less than 50 volts AC) eg Telephone equipment	No	No	No
Information technology: eg desktop computers, VDU screens	No	Yes 2-4 years	No if double insulated-otherwise Up to 5 years
Photocopiers, Fax machines: Not hand-held and are Rarely moved	No	Yes 2-4 years	No if double insulated-otherwise Up to 5 years
Double insulated equipment: <b>NOT</b> HAND-HELD but moved occasionally, eg fans, table lamps, slide projectors etc. normally with no provision for earthing. Double insulated equipment is usually marked with the symbol	No	Yes 2-4 years	No
Double insulated equipment: HEAD-HELD eg some floor cleaners, drills etc	Yes	Yes 6 Months – 1 Year	No
Earthed equipment ie having a 3 core lead eg electric kettles, some floor cleaners	Yes	Yes 6 months - 1 year	Yes 1-2 years
All Cables (leads) and plugs and Extension leads	Yes	Yes 6 months – 4 years depending on the type of USE and equipment it is connected to	Yes 1 - 5 years depending on the type of USE and equipment it is connect to

The details overleaf are the maximum recommended periods of frequency for checking, inspecting and testing of equipment etc. Local Managers will need to decide if a more frequent inspection or test is required dependant on **USEAGE**. The following are the definitions of the three levels of check, inspections and tests required to be undertaken at the intervals recommended overleaf.

- 1 <u>User Checks:</u> Users of electrical equipment should be encouraged to look critically at the equipment they use, and look for damage to the outside of the equipment and its lead and plug (including extension leads) before they use it, but they should <u>NOT</u> take the plug apart. If something wrong is found users should report the fact to their supervisor or manager, label the equipment as faulty and take it out of use to await repair by a competent person.
- 2 <u>Formal Visual Inspection</u>: This is the most important maintenance precaution. About 95% of faults or damage can be found just by looking. These formal inspections should be undertaken by a competent person. First, identify your equipment and where and how it is used. The things you are looking for on the equipment, the cable and plug after disconnecting it are signs of:
  - a damage to the cable cover, eg cuts, abrasion (apart from light scuffing);
  - b damage to the plug, eg the casing is cracked or the pins are bent;
  - c non-standard joints including taped joints in the cable;
  - d the outer covering (sheath) of the cable not being gripped where it enters the plug or the equipment. Look to see if the coloured insulation of the internal wires is showing;
  - e equipment that has been used in conditions where it is not suitable, eg a wet or dusty workplace;
  - f damage to the outer cover of the equipment or obvious loose parts or screws;
  - g overheating (burn marks or staining).

In addition, inspections could include removal of the plug cover and checking that:

- a a correctly rated fuse is being used;
- b the cord grip is holding the outer part (sheath) of the cable tightly;
- c the wires, including the earth where fitted, are attached to the correct terminals;
- d no bare wire is visible other than the terminals;
- e the terminal screws are tight;
- f there is no sign of internal damage, overheating or entry of liquid, dust or dirt.

All these checks do not apply to moulded plugs where only the fuse can be checked. Formal visual inspections should not include taking the equipment apart. This should be confined, where necessary, to combined inspections and testing.

3 <u>Combined Inspections and Testing</u>: The checks and inspections outlined above will, if carried out properly, reveal most (but not all) potentially dangerous faults.

Some faults cannot be detected just by looking and electrical tests need to be carried out by a competent person, with a wider degree of competence than that required for inspections alone, particularly to detect:

- a lack of continuous earths, for all earthed equipment and leads and plugs connected to earthed equipment;
- b deterioration of the cable, its terminals and the equipment itself based on age and usage;
- c misused and abused equipment; and
- d checking correct polarity, fusing, effective termination of cables and cores, and the suitability of the equipment for its environment.

(A 'Call off' Contract is available for combined inspections and testing of equipment etc by competent persons).

#### If you require further information, please contact your department Health & Safety Adviser/Officer/Co-ordinator

#### **DEVON EDUCATION : EQUIPMENT MAINTENANCE RECORD SHEEET**

#### NAME OF SCHOOL

YEAR

Enter dates that maintenance engineers are expected to call this year. WHERE A GAP EXISTS YOU KNOW YOU WILL HAVE TO CHASE THE CONTRACTORS Use RED for DATE VISIT IS EXPECTED in the TOP BOX OF THE APPROPRIATE MONTH and then add IN BLACK WHEN THE VISIT IS MADE IN THE LOWER BOX See MAINTENANCE Equipment Inspections for further information

CONTRACT	WHO	FREQUENCY	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
PE/GYM EQUIPMENT (Indoor)	s	ANNUAL												
PE/GYM EQUIPMENT (Outdoor)	S	ANNUAL												
BURGLAR ALARM SYSTEMS	s	ANNUAL												
DRAMA LIGHTING & CONTROL PANELS	s	ANNUAL												
FIRE FIGHTING EQUIPMENT	s	ANNUAL												
PORTABLE ELECTRICAL EQUIPMENT	s	See MAINTENANCE Portable Elec. Equip.												
FOOD TECHNOLOGY LARGE EQUIPMENT	s	ANNUAL												
WORKSHOP MACHINERY	s	ANNUAL												
LOCAL EXHAUST VENTILATION SYSTEMS	s	ANNUAL												
GAS WELDING EQUIPMENT	s	ANNUAL												
MOTOR VEHICLES/TRAILERS	s	ANNUAL												
		See Fire Precs												
FIRE ALARMS/ESCAPE LIGHTING	DPS	Guide & Log												
KITCHEN FANS/CANOPIES	DPS	VARIABLE												
EXTRACTOR FANS	DPS	ANNUAL												
MAINS ELECTRICAL SYSTEM - residential	DPS	3 - YEARLY												
MAINS ELECTRICS - non-residential	DPS	5-YEARLY												
MAINS GAS SYSTEM	DPS	5-YEARLY												
MAINS WATER SYSTEM	DPS	5-YEARLY												

#### **DEVON EDUCATION : EQUIPMENT MAINTENANCE RECORD SHEEET**

#### NAME OF SCHOOL

YEAR

Enter dates that maintenance engineers are expected to call this year. WHERE A GAP EXISTS YOU KNOW YOU WILL HAVE TO CHASE THE CONTRACTORS Use RED for DATE VISIT IS EXPECTED in the TOP BOX OF THE APPROPRIATE MONTH and then add IN BLACK WHEN THE VISIT IS MADE IN THE LOWER BOX See MAINTENANCE Equipment Inspections for further information

CONTRACT WHO	FREQUENCY JANUARY	FEBRUARY	MARCH	APRIL M	IAY JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
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	CHEX								
LIFTS	DPS	QUARTERLY		 	 	 	 		 
JACKS/AXLE STANDS/HOISTS	CHEX	ANNUAL			 				
	CHEX			 	 	 	 		 
PRESSURE SYSTEMS	DPS	VARIABLE							
FUME CUPBOARDS	DPS	ANNUAL							
SEWAGE PLANT	DPS	ANNUAL			 				
	DPS			 	 	 	 		 
HEATING PLANT - GAS FIRED	DPS	6-MONTHLY			 				 <b>_</b>
HEATING PLANT - OIL FIRED	DPS	6-MONTHLY		 	 	 	 		 
HEATING FEART - OIL FIRED	015	0-MONTHET							 
OFF PEAK ELECTRIC HEATING	DPS	ANNUAL		 	 	 	 	+	 
									+
FAN CONVECTOR HEATERS	DPS	ANNUAL		 	 	 	 		 
SWIMMING POOLS	DPS	VARIABLE		 	 	 	 		 
AIR CONDITIONING	DPS	ANNUAL			 	 			 

# MANAGEMENT OF HEALTH AND SAFETY AT WORK REGULATIONS 1999

The original Management of Health and Safety at Work Regulations came into force in 1993. These Regulations have had to be amended four times since by the Management of Health and Safety at Work (Amendment) Regulations 1994, which relates to new or expectant mothers, the Health and Safety (Young Persons) Regulations 1997, the Fire Precautions (Workplace) Regulations 1997 and by the Management of Health and Safety at Work Regulations 1999. Because the original Regulations have been so significantly amended, they have been revised and published with a new Approved Code of Practice, which gives additional guidance on both the original and new elements of the Regulations.

In response to the original Regulations, Devon Education appointed 'competent persons' (DEHSSA) to assist schools to meet their local responsibilities under the Regulations. The services of DEHSSA are available on subscription.

The Fire Precautions (Workplace) Regulations 1997 (as amended), amend the Management Regulations in several respects. The amendments made by the Fire Regulations make explicit the risk assessment requirement, in so far as it relates to fire safety. They directly require employers to take account of their general fire precautions requirements concerning fire-fighting, fire detection, emergency routes and exits and their maintenance in their assessments. (See **FIRE**, **R**egulations (Risk Assessment)/1).

The main responsibilities are as follows:

- to develop an overall, coherent prevention policy linked to risk assessment;
- write health and safety risk assessments for all processes and work activities;
- appoint competent persons to assist in the above tasks;
- detail requirements on the design and maintenance of the premises to ensure a healthy working environment for staff and pupils;
- consider detailed emergency procedures;
- provide information to employees, non-employees and temporary workers on the risks to their health and safety and the measures in place to control them;
- employee training;
- consult with union-appointed safety representatives;
- meet health and safety requirements for handling loads;
- consider the design, specification and use of VDUs, office equipment, work stations and furniture;
- provide appropriate safety signs;
- establish minimum requirements for the provision and use of personal protective equipment;
- establish minimum health and safety requirements for the use of work equipment. These include requirements for maintenance, training information, stability, controls, guarding of machinery, protection against mechanical failure, etc.

# References

See index to Devon Education Health and Safety Manual under FIRE, PREGNANCY, RISK ASSESSMENT etc

*Management of Health and Safety at Work Regulations 1999* approved Code of Practice and Guidance, Health and Safety Commission ISBN 0 7176 2488 9 (£8.00)

# Contacts

DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual)

# <u>HEALTH & SAFETY</u> MANAGEMENT STATUS REVIEW

# In terms of a review of the management procedures, the school should have in place the following:

- □ A health and safety policy which is regularly reviewed.
- □ Inclusion of health and safety in the school's improvement plan and appropriate reference in any OFSTED action plan to issues that may have been raised in the Inspection Report.
- □ A fire log continuing dates for fire drills, fire fighting equipment checks (extinguishers), fire alarm checks both maintenance and weekly. Fire evacuation notices should appear in all areas.
- □ A Fire Risk Assessment which is regularly reviewed.
- $\Box$  Procedures for the selection, monitoring and control of contractors on site.
- □ Appropriate first aid cover decide level through risk assessment and post arrangements in all areas, with one member of staff co-ordinating, (including revalidation of qualifications), checking, stocking and re-ordering supplies etc.
- □ Procedures for recording accidents, say, locally in a book, and then on County forms and ensuring that staff are aware of the more major accidents which need to be notified to the HSE see Health and Safety Manual for guidance.
- □ A system for informing parents when a child has received First Aid treatment a note home if often advisable not just in the case of head injuries.
- □ An emergency plan in case part or all of the school needs to be evacuated alternative venue from which to send the children (and how access is to be gained, whether there is a telephone or the school's mobile will be needed, etc), up-to-date emergency telephone numbers list (possibly a cascade system of parents), etc.
- □ An admin of medicines system using the green and pink County forms and appropriate storage facilities (fridge etc). Appropriate training from the school nurse or appropriate GP for children with particular conditions and a system for informing appropriate staff of children with particular problems, eg diabetes, anaphylactic shock etc and how to deal with them.
- □ A security policy including a review of security arrangements taking in security of all external doors, reception and control of visitors (signing in/out, badges?), burglar alarms, exterior lighting, panic alarms, lone working issues etc.
- □ Asbestos register and procedures
- □ A road safety and road safety education policy which can be drawn up in conjunction with the children and publicised to parents this may cause traffic problems at arrival and departure time.

- □ A summary of the Inspection and maintenance contracts that the school uses see A3 wall planner in the Manual which is a good base for a summary and a means of monitoring that they are being carried out.
- □ A system for reporting day-to-day defects/problems, logging them and dealing with them.
- □ A system of regular inspections of the premises (Head/caretaker/Governors?) to identify hazards this could be done alongside the risk assessment exercise done by staff on their teaching areas and work practices.
- $\Box$  Workstation assessments for those using the admin. computer.
- □ Risk assessments covering all identified Physical, Chemical, Biological, Ergonomic and Psycological hazards that also cover all:
- Persons (staff, pupils, visitors, contractors etc)
- Processes (activities)
- Premises (buildings, grounds etc
- Plant (equipment, apparatus, tools etc)

# MANUAL LIFTING & HANDLING OPERATIONS IN EDUCATION ESTABLISHMENTS

Education Directorate staff often need to lift, carry and move furniture, equipment and (in special education in particular) pupils, in the course of their work activities. They may also need to organise and supervise pupils in lifting and carrying things, eg setting out gymnasium equipment. Lifting and moving things causes over one-third of the injuries resulting in an over 3-day absence from work and is responsible for a quarter of all accidents reported each year. One of the most common problems is back injury, often building up over a period of time, rather than having been caused by a single incident. It is, therefore, important that awareness of the implications of the Manual Handling Operations Regulations 1992 are known.

A manual handling operation is defined as any transporting or supporting of a load - which includes any person or animal - and includes the lifting, putting down, pushing, pulling, carrying or moving of a load, by hand or bodily force.

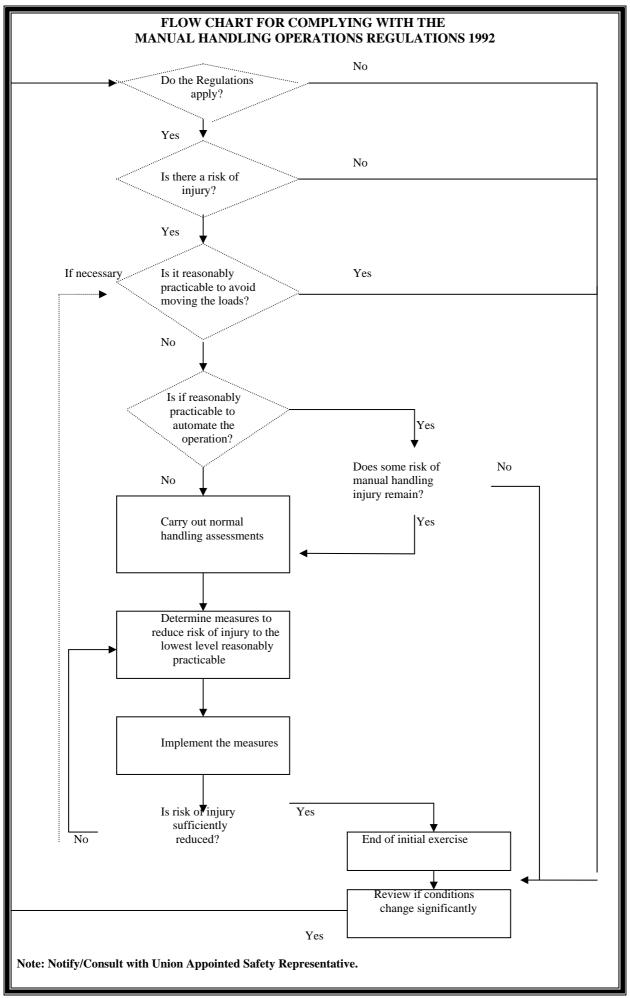
Under these Regulations manual handling operations must be avoided, wherever possible, if risk of injury exists. However, avoidance is not always possible and assessment of the operation should take place in order to remove or reduce the risk of injury as far as is reasonably practicable (see the Devon County Council Health and Safety at Work Manual section outlining the details of the Regulations - the assessment checklist is appended overleaf). This would become part of the establishment's overall workplace risk assessment and be subject to regular monitoring and review.

The idea is to identify and then reduce the risks of any manual handling operation (probably by discussion between staff and their line manager), as far as it is reasonably practicable. The following checklist and flow chart provide the structure for this assessment.

There is likely to be a whole-school need for awareness, information and training of lifting and handling techniques.

# Contacts

DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual)



NOTE:	This checklist will enable you to cover 6the main points which nee - assess the risk of injury from manual handling operatio - identify steps that can remove or reduce the risk - decide your priorities for action		sidered whe	n you:	
SUMMARY	Y OF ASSESSMENT				
Department:.	Division/Section:				
Locations:				•••••	
Personnel inv	olved:				
Operations co	overed by this assessment:				
Date of asses	sment: / / Assessor's Name/Signature:				
Overall priori	ity for remedial action:	NIL	LOW	MED	HIGH
Remedial acti	ion to be taken:				 
Date by which	h action is to be taken: / / Date for reasses	sment:	/ /		
Section 'A' -	Preliminary:			r	
				YES	NO
Q1. Do th	ne operations being assessed involved a significant risk of injury?				
	If YES go to Q2. If NO the assessment need go no further. If in doubt answer YES and see the manual handling guidelines				
Q2. Can t	the operations be AVOIDED/MECHANISED/AUTOMATED at reasona	able cost?			
	If NO go to Q3. If YES action and check that the result is satisfactor	ry			
	he operations clearly within the manual handling guidelines?				
Q3 Are t					

Question to consider : If the answer to a question is YES place a tick against it and then consider the level of risk	YES	LOW	MED	HIGH	Possible reme	dial actio	n:	
The tasks - do they involve:		+			-			
<ul> <li>holding loads away from trunk?</li> </ul>		+			-			
• twisting?					-			
• stooping?					-			
<ul> <li>reaching upwards?</li> </ul>					-			
large vertical movement?		1			-			
<ul> <li>long carrying distances?</li> </ul>								
<ul> <li>strenuous pushing or pulling?</li> </ul>					-			
• unpredictable movement of loads?					-			
• repetitive handling?					-			
• insufficient rest or recovery?		1	1					
• a work rate imposed by a process?		1	1		-			
The loads - are they?		·		T				
• heavy?			<u> </u>					
• bulky/unwieldy?		ļ	ļ		-			
<ul> <li>difficult to grasp?</li> </ul>		ļ	ļ		-			
<ul> <li>unstable/unpredictable?</li> </ul>								
• intrinsically harmful (eg sharp/hot?)		<u> </u>	<u> </u>	<u> </u>				
<ul><li>The working environment - are there:</li><li>constraints on posture?</li></ul>	[		T	T				
<ul><li>poor floors?</li></ul>		+	+	+	-			
<ul> <li>variations in level?</li> </ul>		+	†	+	-			
<ul> <li>hot/cold/humid conditions?</li> </ul>		+	†	+	-			
<ul> <li>strong air movements?</li> </ul>		+	†	+	-			
<ul> <li>poor lighting conditions?</li> </ul>		+	+		-			
			L	L				
Individual capability - does the job:	,	·	<b></b>					
<ul> <li>require unusual capability?</li> </ul>		<u> </u>	<b> </b>		-			
• hazard those with a health problem?		<u>  </u>	<b> </b>	<b>_</b>	-			
<ul> <li>hazard those who are pregnant?</li> </ul>		<u> </u>	<b> </b>		-			
• call for special information/training?		<u> </u>	<u> </u>	L				
Other factors:								
Is movement or posture hindered by clothing or personal protective equipment?								
Section 'C' - overall assessment of risk:								
Q. What is your overall assessment of the r	isk of injur	y?			Insignificant	LOW	MED	HIGH
If not 'Insignificant' go to 'Remedial action section of Assessment on the front of this form.	n of the Sum	mary						

# PARENTAL CONSENT FOR MEDICAL TREATMENT

Whilst a pupil is in the care of a teacher, the teacher has a duty to take the same reasonable care of the pupil that a parent would take in any particular circumstances, ie the phrase 'In Loco Parentis' means exactly what it says, in the place of a parent.

This duty was redefined in the 1989 Children's Act where it is stated that a person who has care of the child should do 'all that is reasonable under the circumstances for the purposes of safe guarding or promoting the child's welfare'.

Thus the duty to do all that is reasonable gives responsible teachers the authority to consent to medical treatment in an emergency in the absence of parents, even though the parents may not give the same consent.

In the Event of An Emergency

- Ensure any seriously ill or injured child is taken to hospital
- Contact the child's parents and ask them to go to the hospital
- Hospital Authorities will require consent before appropriate treatment is administered. If the parents are present, they will be asked for the necessary consent.
- If the parents cannot be contacted the Headteacher or other delegated person has to be guided by medical advice and act in 'loco parentis' and thus is able to provide the hospital with consent for treatment.
- Headteachers should not therefore be placed in a position where they feel constrained to withhold consent to necessary treatment which the parents might have previously forbidden on account of their religious beliefs.

### **Outdoor** Activities

- Parents should sign the Parental Consent Form SOE3 (overleaf) as a requirement of their child's participation on a school trip.
- If parents try to place restrictions on the Headteacher, or by extension, the party leader, by precluding certain forms of medical treatment due to their religious convictions, the Headteacher or party leaders would be prevented from discharging their responsibility. In such cases the Headteacher should refuse to accept such pupils on these activities

# SCHOOL STAFF DRIVING MINIBUSES

All drivers of DCC minibuses and wheelchair accessible vehicles, including hired vehicles, should comply with the contents of the **Drivers' Handbook for Devon County Council Passenger Vehicles and need to ensure that their driving licence permits them to drive a DCC minibus.** Drivers who took their car driving test after 1 January 1997 are not entitled to drive a minibus, unless they have taken an additional test for licence category D1 and DCC requires all drivers of DCC minibuses to receive regular refresher training every four years.

Minibus Driver Licensing.

(i) Any driver who took their car test from 1/1/97 is, by law, not entitled to drive a minibus in the course of their work. This does not change with time or driving experience. Therefore any member of school staff who drives a minibus without the licence is breaking the law and driving uninsured.

(ii) Only if they take an additional test (for licence category D1 - a minibus PCV driving test) will they be able to drive a minibus in the course of their work.

(iii) Only staff who took their car test before that date can drive a school minibus (as they have category D1 *Restricted* on their licence (this needs to be checked in each case as this may be taken off the licence by DVLA when licence details change).

(iv) Devon Driver's Centre can point schools to companies which organise courses ending with a D1 driving test. However training is not cheap, and costs from £800 for a 5 day course (per person).

### **Driver Refresher Training: Managing Driving Risks**

(i) Health and Safety legislation requires all organisations/schools etc to manage risks. Driving has potential risks; driving minibuses have greater associated risk than driving cars and the public expects us to ensure that good practice is followed

(ii) Good practice now recommends (e.g. HSE and RosPA) that minibus drivers receive regular refresher training, to ensure that standards are maintained and that bad habits are identified and rectified.

(iii) **DCC requires that all drivers of DCC minibuses must receive regular refresher training every four years** (ref. Corporate Management Board 11/11/02). Therefore all DCC Approved Minibus Drivers must undergo Refresher Training: those who do not undertake this training will have their Approved Driver status withdrawn.

(iv) All drivers of DCC minibuses must be a DCC Approved Minibus Drivers (i.e. have taken the DCC minibus test) as this is required by DCC insurance.

(v) In order to uphold consistent standards, it is also a DCC requirement that drivers of other minibuses on school (and other DCC) activities – such as drivers of hired or borrowed minibuses – must comply with these standards.

(vi) Aware that issues for schools are training costs of staff cover during training, the charge for the course only covers (£46 per person). These costs, like all other costs concerned with managing risks, are not borne centrally and fall to the school: the benefits of effective management of risks will fall to the schools also.

(vii) Training is undertaken by Devon Drivers' Centre (DDC). Schools are being contacted by DDC with training appointment details with as much notice as possible, and DDC will rearrange if requested. However, if the dates offered are not convenient, and if schools do not inform DDC to that effect, DDC will have no alternative but to charge the school for the cost of that training slot.

(viii) To minimise inconvenience to schools, training will be carried out at all secondary schools which are at a distance from Devon Drivers' Centre (WestPoint near Exeter).

For further information, please contact Paul Edmonds in the Transport Co-ordination Service – contact details are below.

# **REFERENCES**

Devon County Council Drivers Handbook

# **CONTACTS**

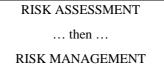
- Transport Co-ordination Service (Paul Edmonds)
   Telephone: 01392 382886, e-mail paul.edmonds@devon.gov.uk
- D.E.H.S.O (See 'Contacts List' in the Devon Education Health and Safety Manual)

# MUSIC CURRICULUM ACTIVITIES

# Notes for teachers responsible for music

The guidelines referred to in this section are <u>Health and Safety Guidelines for Music Curriculum</u> <u>Activities</u> (BR109).

- 1. These guidelines complement any whole school policies and guidelines and should be read in conjunction with them.
- 2. The school is responsible for ensuring that pupils and staff are not exposed to unreasonable risk during their work in music. You should use these guidelines to assess risks and to propose ways of managing them.



3. Health and Safety education should be an integral part of the music curriculum. Pupils and staff should be enabled to assess and to manage risks themselves, based on appropriate information, guidance and supervision.

# 4 **RISK ASSESSMENT**

The music guidelines are presented for convenience in three categories. However, you must assess the risk level which a particular aspect presents in your school. Good risk assessment will, in turn, help the school to decide on the priority to attach to remedial measures.

#### General Principles

# HIGH LEVEL RISKS WITH SERIOUS CONSEQUENCES

- 2 Electrical equipment
- *3 The maintenance, handling and storage of equipment*
- 4 Moving pianos
- 5 Fire

### MEDIUM LEVEL RISKS WHICH OCCUR COMMONLY IN MUSIC

- *6 Exposure to sound*
- 7 Hygiene
- 8 Ergonomics
- 9 Health

### LOW LEVEL OR OCCASIONAL RISKS

- 10 Stringed instruments
- 11 Stands
- 12 Extra-curricular activities

# 5 RISK MANAGEMENT

Some solutions are offered within the document, but these need to be matched to your circumstances. As with risk assessment, the means of risk management may vary according to pupil's ages and other circumstances, and may be particular to your school.

Once you have drafted a H&S management plan, with costs, time-scales and other implications, it is important to liaise with the school's H&S Co-ordinator. Your agreed recommendations should then be put to the Headteacher (who has overall responsibility for H&S within the school).

# **A MANAGEMENT STRATEGY**

**1 IMMEDIATE FIRST STEP** : Read the document and identify any major issues which you consider present serious and immediate risks, taking into account your local circumstances;

Be prepared to take immediate action, even if short term, to remove or reduce the risk while longer-term solutions are found. Inform the H&S Co-ordinator.

- 2 The Head of Department or Music Co-ordinator should consider H&S policy and its implementation as an important, routine management role, preferably incorporated into the job description.
- 3 This responsible person needs the support of colleagues and will need to get the right balance between 'H&S obsession' and teachers' wish to 'get on with the job'. Colleagues may need support and encouragement to make H&S a conscious part of their teaching. Clear and welljudged Risk Assessment will help you to demonstrate to colleagues the importance of the H&S measures you propose.

When reviewing H&S in music, take into account the experience and views of others who teach music (the department, or a group of teachers). Policy which is developed collectively will have positive support.

4 Establish a review system which will ensure that you give regular attention to H&S. An annual review may be about right, but always consider any changes that occur in the interim. At the same time, aim to keep the review and the risk management systems as simple and manageable as possible.

The review system should:

- Ensure that risk assessment and risk management is up to date and reflects current circumstances
- Ensure that both equipment and practice are checked at specified intervals
- Evaluate the effectiveness of current practice and routines
- Consider the need for improvement in safety awareness and practice

A careful, routine trip (oops!) through these guidelines may be a useful way of checking that nothing is overlooked.

- 5 H&S education and training should be integral to the Scheme of Work and to individual Units of Work and key aspects should be identified in this documentation. Getting the information to the point of use is important.
- 6 The Music Handbook should contain a brief H&S policy statement which identifies
  - Who is responsible for music H&S
  - Good practice and published routines which both pupils and staff are expected to observe
  - Training and reinforcement procedures, including the ways in which H&S is incorporated into the Scheme of Work
  - Current developments, including completion dates and named responsibilities
  - The review system, including key dates

# SAFE DISPOSAL OF HYPODERMIC NEEDLES & SYRINGES

### WHAT IS THE RISK?

If staff or pupils are accidentally jabbed by a used hypodermic needle there is a risk of contracting blood borne infections such as HIV and Hepatitis. Needles may also be contaminated with other substances such as soil, which will present a Tetanus risk.

#### WHERE ARE DISCARDED NEEDLES FOUND?

Used needles and syringes are found in any area used by drug abusers. This may be school grounds and disused or vacated school buildings. It has been known for needles to be deliberately placed in children's play areas.

When planning off-site activities, consideration should be given to other areas such as beaches, public transport, parks and public toilets. Information on previous needle finds in these areas will point to an increased risk.

#### HOW CAN THE RISK BE REDUCED?

In cases where needles are regularly found on school sites, it may be necessary to improve security measures, although it is very difficult to prevent determined trespassers gaining access to school grounds. A needle reporting and recording system will help identify higher risk areas. It may be necessary to make these areas 'out of bounds' for pupils and students. Cleaning and grounds staff should be warned to be vigilant and, particularly when carrying out tasks such as litter or leaf collection, stout rubber gloves should be worn. If needles are discovered they should only be handled using disposable tongs and placed in a 'sharps' box. Needles and syringes are classified as clinical waste and must only be disposed of using approved methods. More information on disposal is available from Client Support Services (see Contacts).

If individual staff members are considered to be at high risk of a needlestick injury then the DCC Occupational Health Unit should be informed and vaccination against Hepatitis B should be considered.

# FIRST AID TREATMENT FOR NEEDLESTICK INJURIES

If all the above precautions fail and a needlestick injury occurs, the following first aid treatment should be administered:

- 1 encourage the puncture injury to bleed;
- 2 wash well under cold running water without soap and cover with a dry dressing;
- 3 seek medical advice as soon as possible;
- 4 record the incident and action taken

#### A protective injection against Hepatitis B (but not HIV) can be given, but needs to be done within 48 hours

Needlestick, also known as inoculation injuries are not reportable under RIDDOR, but any resulting infection may be. All such injuries should be thoroughly investigated and action taken to prevent a recurrence.

### References

**WASTE DISPOSAL** Controlled - Devon Education Health and Safety Manual Needlestick Injuries - HSE Information Sheet No1

### Contacts

DCC - Occupations Health Unit DCC - Client Support Services DEHSSA - (see 'Contacts List' in the Devon Education, Health and Safety Manual) DEVON PURCHASING – Sharps Bins – 01392 384662

# NOISE AT WORK AND IN THE CURRICULUM

Excessive noise is now a recognised major health hazard. It accelerates hearing loss which we all experience as we grow older and is insidious because its effects are only recognised after long periods of time when the damage to hearing is irreversible. Other side-effects of high noise levels can include increased pulse rate, blood pressure and breathing rate, all of which indicate that noise and its accompanying vibration increases stress levels.

The two main areas where high noise levels can easily be generated in education establishments are in the use of woodworking machines and in the teaching and performance of music.

Noise levels are measured in decibels dB(A) where (A) is the frequency based on human hearing, some typical dB(A) Levels are:

- 20dB (A) leaves rustling
- 50dB (A) normal conversation
- 70dB (A) loud radio
- 90dB (A) wood turning lathe
- 100dB (A) road drill
- 120 140dB (A) Jet aircraft taking off 25m away (discomfort in the ear)

The Noise at Work Regulations 1989 were introduced to reduce the likelihood of damage to the hearing of employees (and pupils under the duty of care) whilst at work and introduce two main action levels.

1 First Action Level at 85dB (A)

At this level, an employer must inform those affected by the noise of the risks to their hearing. If requested, the employer should provide adequate hearing protection. A noise assessment must also be carried out by a competent person. The measurement of noise is a specialised task and surveys can be requested to be undertaken by the Occupational Health Unit of Devon County Council.

If a normal conversation cannot be held when standing two meters apart, this is a fair indication that the noise levels are around the 85dB (A) level.

2 The Second Action Level of 90dB (A)

This requires the establishment of noise protection zones by the employer. All persons entering these zones have a duty to wear hearing protection provided.

### References

See appropriate Devon Education Curriculum documents

**Contacts** Occupational Health Unit Appropriate Curriculum Advisers DEHSSA (see 'Contacts List' in the Devon Education, Health and Safety Manual)

# PAINTBALLING

A number of schools, colleges and youth groups have considered taking part in paintballing. **Please note that Devon County Council does not recommend paintballing as an educational activity.** 

If a school, youth group or other educational establishment does act as an organiser of a programme, this must be on the understanding that parental consent is obtained. **In addition, parents should provide a signed indemnity, stating that the County is only acting as an organiser and does not carry liability for the activity.** 

If, on the above basis, an activity does go ahead, the following guidance is offered to headteachers, managers and prospective party leaders, in addition to that contained within *Outdoor Education, Visits and Off-Site Activities* (Devon County Council 1999 Revised January 2003).

- Be clear about the objectives for each particular group which may participate. There is limited merit in helping to ensure an activity is safe, if no clear rationale for the programme has been established;
- Use providers who can demonstrate that they are members of, or affiliated to, a recognised national organisation which has expertise in this area and sets minimum standards to which its members conform;
- The minimum age accepted by different providers varies considerably. Some establishments required participants to be 14 years of age or over. Other providers accept lower age limits. In view of the risks, and the responsibility on participants to follow safety procedures, it is recommended that the minimum age for any DCC school or youth group is 14;
- Participants should receive a clear briefing from the provider regarding safety procedures;
- Protective clothing and equipment should be provided, to protect areas of the head, neck and body including eyes, ears, face, throat and hands;
- The group leader should be confident that participants will abide by the rules and work within the remit of the safety briefing prior to starting any game;
- parents and participants should be aware that bruising can result from pellets fired during a game. This should be made known on the information sheet which is distributed to parents and prospective participants;
- Party leaders should check that the provider maintains public liability insurance cover.

#### References

*Outdoor Education, Visits and Off-Site Activities* - Devon County Council 1999 (revised January 2003).

#### Contacts

Bryan Smith, Adviser for Outdoor Education, DCC DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual)

# SAFETY IN OUTDOOR EDUCATION

Young people benefit from involvement in outdoor visits and off-site activities in many ways; they may extend their personal horizons, develop positive attitudes towards health and wellbeing and gain a closer knowledge of their environment, themselves and others.

Such activities cannot, of course, be completely risk free. The role of the Headteacher or Group Leader, and also of the Local Authority and the Governing Body, is to plan, manage and monitor those activities in a responsible and reasonable way so that the risk for all of the people involved is at an acceptable level.

To assist in this process of risk assessment and to provide a framework for the management of off-site activities and visits, the County has produced '*Outdoor Education, Visits and Off-Site Activities*' (May 1999 and revised 2003). This guidance is thorough and contains useful checklists and recommended forms. It gives information about recommended ratios of adults to pupils for various activities (although risk assessment may indicate that these need to be increased in certain circumstances), qualifications of leaders competent to lead a group in a particular activity, suggested text for appropriate permission letters from parents and enquiry letters from outdoor activity centre which can be read in conjunction with this. It cannot be stressed enough that it is important to follow this guidance and, if there is any concern or uncertainty regarding safe practice, contact Bryan Smith, the County's Outdoor Education Adviser (see below).

Guidance on sporting activities can be found in the British Association of Advisers and Lecturers in PE (BAALPE) document '*Safe Practice in PE*'' (2004 edition) and is also available from Steve Kibble, the County's PE Adviser (see below).

### **Education Visit Co-ordinators**

All schools/colleges should identify an Educational Visits Co-ordinator (EVC).

#### Functions

Essentially the functions of the EVC would be to work with group leaders involved in visits and off site activities and with other staff to:

- Ensure educational visits meet the LEA's and school's requirements
- Support the headteacher/principal with apparel and other decisions
- Act as a central point of advice and information on educational, health, safety and welfare aspects of visits and off-site activities
- Assess whether leaders and staff meet identified standards to lead and support particular visits and activities

Ensure risk assessments meet requirements

- Co-ordinate and advise on training and induction
- Ensure procedures are in place to inform parents and for parents to give consent
- Ensure emergency arrangements are in place
- Keep records of visits, accident or incident reports
- Review systems and monitor practice

## References

Outdoor Education, Visits and Off-Site Activities (May 1999, Revised 2003) - available @ £12.00 from Devon Curriculum Services, Great Moor House, Bittern Road, Sowton, Exeter EX2 7NL Tel: 01392 383839 DfES H&S of Pupils on Educational Visits 1998 DfES H&S : Responsibilities and Powers Dec 2001 wef 0803/2001 DfES Standards for LEAs in Overseeing Educational Visits DfES Standards for Adventure DfES A Handbook for Group Leaders 0566/2002 DfES Group Safety at Water Margins 0270/2003

### Contacts

Bryan Smith, County Adviser for Outdoor Education, Tel: 01392 385238; Email: <u>brsmith@devon.gov.uk</u> Steve Kibble, County Adviser for PE (see Manual Sheet *Physical Education*, Safe Practice) Tel: 01392 384862; Email: <u>skibble@devon.gov.uk</u> DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual)

# **GUIDELINES FOR PACKED LUNCHES**

Headteachers might wish to reproduce all or part of the information below and circulate to parents

The preparation and storage of packed lunches prior to consumption can be a difficult problem and can pose a number of nutritional and food safety problems to children.

Peak periods for food poisoning occur during the warm Summer months, so extra care is needed in both preparation and storage. At temperatures around 30°C (86°F) bacteria can double in number every 20 minutes. Over a 12-hour period this could result in a serious health hazard.

# **Purchasing Ingredients for Packed Lunches**

Clearly some foods are more susceptible than others to bacterial contamination, eg foods high in protein (cooked meats, eggs, etc) are perfect breeding grounds for bacteria, particularly when combined with moisture and warmth.

- Check that the ingredients do not exceed their 'Use By' or 'Best Before' dates;
- Bear in mind that all schools may not have suitable or adequate refrigerators for the storage of sandwiches and therefore ingredients should be chosen with care;
- Suitable lunch box ingredients include:
  - washed fruit
  - canned meat
  - peanut butter/jam
  - hard cheese
  - salad ingredients (lettuce/tomatoes)
  - dried fruits
  - ambient yoghurts (eg those which do not have to be refrigerated)
  - muesli bars/biscuits
- It is important to try and ensure that the basic quality of the ingredient is acceptable.

#### **Preparation of Packed Lunches**

- Store prepared food in a refrigerator until the last possible moment. Check that your refrigerator functions at the right temperature, ie 5°C or below;
- Ensure your hands are clean before starting to prepare the food;
- Wash and dry your hands in between handling raw foods and cooked ready-to-eat foods in order to avoid cross-contamination;
- Chopping boards and other surfaces should be clean and dry before preparation and sanitised/disinfected after use. Suitable cleaners include Dettox<sup>TM</sup>, Milton<sup>TM</sup> etc.
- Use clean, separate utensils for separate ingredients;
- Do not place ready-to-eat foods on a surface which has just had raw foods on it;

- Do not keep food at a warm or ambient temperature. Food that is used for sandwiches should be cooked and cooled quickly and then refrigerated, eg chicken, beef. This also applies to food items such as pasties, quiches etc.
- Always wash fruit, vegetables and salad in clean, cool running water.

# **Storage of Packed Lunches**

- The storage of packed meals is important;
- Containers should be clearly marked with your child's name and be strong and sufficient in size to contain all the lunch. In addition, containers should be designed for ease of cleaning;
- Never put fresh food into unwashed containers;
- Do not re-use food wrappings such as polythene bags, foil or clingfilm;
- Once the packed lunch is completed, store in a refrigerator prior to being taken to school;
- Consider using a cool-bag;
- Once at school, the lunch box should be stored in the coolest place possible, ideally a refrigerator and, in any event, out of direct sunlight and away from any heat source. Particular care is needed on school trips to ensure that lunch boxes are stored properly cool boxes are of particular value in these circumstances;
- Separate storage of break or snack items is recommended to prevent the lunch pack being opened thus allowing the temperature to rise.

A variety of leaflets covering safe food and nutrition are available from:

# THE FOOD SAFETY ADVISORY CENTRE 2 0800 282407

# USE OF PERSONAL PROTECTIVE EQUIPMENT (P.P.E) IN EDUCATION ESTABLISHMENTS

PPE is equipment designed to be worn or held as protection against a risk to health or safety, it includes protective clothing and equipment such as eye, foot and head protection, safety harnesses, ear defenders, life jackets and high visibility clothing.

Before using any PPE, the risks and the protection the equipment gives must be assessed.

PPE should be relied upon only as a last resort. Where risks cannot be adequately controlled by other means, the Regulations require that suitable equipment is provided to the employee, free of charge.

Once supplied any PPE must be regularly maintained, cleaned and replaced as necessary. Suitable storage must be provided and the equipment properly used. This can be achieved by ensuring that the wearer receives appropriate information, instruction and training.

### References

Devon County Council Health and Safety at Work Manual - PPE Risk Survey Checklist (PD66) Caretakers and Cleaners in Devon Education Health and Safety Manual COSHH in the Devon Education Health and Safety Manual Appropriate Curriculum documents

#### Contacts

DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual) Devon Purchasing

# **ALLEGATIONS AGAINST STAFF**

There has been a considerable increase nationally in the numbers of allegations made by pupils against teachers and support staff. In particular, allegations of sexual abuse or assault have increased significantly since 1990. The LEA believes that some simple guidance to staff is needed in order to minimise situations that might result in allegations that might be difficult to refute:

# **Interviews**

1 When interviewing a lone pupil in school, make sure you leave the door open, even if it has a glass vision panel.

# **Searches**

2 If it is necessary to examine the contents of a pupil's school bag or pockets then this should only be undertaken by a senior member of staff (preferably the Head or Deputy). In all cases, another member of staff should be present during such an examination.

# **Medical Examinations**

3 Except in cases of extreme urgency medical attention involving a member of staff in any form of close examination of a pupil should be undertaken **only** if another adult is present.

# **Trips**

4 When planning residential trips, please bear in mind the need to have (at least) one colleague of each sex to accompany mixed groups. For some day visits the same guidance will apply - please establish this with senior staff well in advance.

# <u>Cars</u>

5 Only ever carry a student in your own car in **Extreme Emergency**, or with another adult present, failing that, <u>at least one other pupil</u>.

Schools may wish to consider when some form of physical contact may be necessary and work out localised guidelines or a governors' policy for staff. For example, staff may need to intervene when a fight is taking place, or if a pupil is about to injure themself or others. Staff should bear in mind that where physical restraint or force is necessary, it should always be the minimum necessary to prevent injury to the pupil or to others; it should be designed to inflict the least pain or damage to a pupil and should be administered, ideally, only when there is another adult present who can vouch for its need.

(DEHSSA wish to thank Mr John Curtis-Rouse of Eggbuckland School whose own guidance on this subject forms the basis of the above).

# References

*The Suzy Lamplugh Trust*, 14 East Sheen Avenue, London SE14 8AS Tel: 020 88760305

# Contacts

DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual)

# **SAFE PRACTICE IN PE**

The LEA continues to adopt the British Association of Advisers and Lecturers in PE (BAALPE) guidance entitled '*Safe Practice in PE*' as its own Code of Practice with supplementary advice being issued on specific topics by the LEA Adviser for PE. The latest edition of '*Safe Practice in PE*' was published in 2004. This may be supplemented from time to time with specific Devon guidance where this is appropriate, eg the publication in April 2003 of the document for Swimming.

### References

Safe Practice in PE (BAALPE,2004) Outdoor Education, Visits and Off-Site Activities, (May 1999, Revised 2003) Safe Practice in Swimming Activities - Guidance Notes for Schools (DCS 2003)

# Contacts

DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual) County Adviser for PE - Steve Kibble based at Great Moor House, Bittern Road, Exeter EX2 7NL, Tel: 01392 384862; Email: <u>skibble@devon.gov.uk</u>

# POISONOUS PLANTS IN SCHOOL GROUNDS

Recently there has been an increase in the awareness that some plants and fungi, both cultivated and wild, may contain poisonous properties. It would be easy to overreact towards all plants, stressing the hazards to children in a way that would produce a generation of people who would fear and distrust all plant life. It would be similarly unacceptable to totally ignore the situation, and this information sheet is designed to advise teachers of the risks that children may encounter in their school grounds.

The majority of plants are harmless, and far greater risks are posed to humans by other everyday substances and practices. The list of plants given below will allow you and your pupils to enjoy confidently the plant life in your school grounds.

On the very few occasions when children have been affected by poisonous plants it has been either the attraction of brightly coloured juicy berries, or curiosity which has led to the problem. For this reason children should be taught not to eat any fruits, seeds, berries or any part of any plant or fungi, unless they have been given permission by a responsible adult.

Children should also be taught that the few plants that pose a possible hazard contain poisonous substances, as a defence mechanism against insect and micro organism attack and that they are probably only incidentally poisonous to mammals and man. Actually, poisoning incidents in this country are extremely rare - between 1962 and 1978 only 2 people died from plant poisoning in the whole of Great Britain and Ireland.

The amount of toxic substance in any plant varies from locality to locality, from season to season, and its effect depends upon the health and condition of the person concerned. The effect of a poisonous plant can be diarrhoea, abdominal pains and vomiting if eaten, or a skin or eye reaction from contact, that increases when exposed to sunlight.

### **Emergency First Aid**

#### If you suspect that someone is suffering from eating a poisonous plant:

- 1 Do not try to make the person sick.
- 2 Take the person immediately to a doctor or hospital accident emergency department with a sample of the plant or fungi for identification purposes.
- 3 Note the time of eating and any symptoms. These may appear many hours later.

#### If you suspect skin or eye irritation by a plant:

- 1 Wash the affected area with clean water.
- 2 If in doubt, seek medical advice as above. Remember to take a sample of the plant with you.
- In both cases do not forget to report the incident later on the appropriate County form.

The following three lists have been prepared by the Royal Society for the Prevention of
Accidents and highlights 37 plants which teachers should be aware of as posing a possible
hazard.

Indoor Plants			_
Angels' Trumpets	(Brugmansia)	=	l
German Primula	(Primula Obconica)	=	(
Lantana	(Lantana)	=	H
Leopard Lily	(Dieffenbachia)	=	H
Mistletoe	(Viscum Album)	=	]
Oleander	(Nerium Oleander)	=	]
Rosy Periwinkle	(Catharanthus Roseus)	=	
Umbrella Tree	(Schefflera)	=	
Bulbs eg Daffodils	(Narcissus)	=	E
& Hyacinths	(Hyacinthus)		
Cut flowers eg Daffodils &	(Narcissus)	=	H
Monkshood	(Aconitum)		
Seeds eg Castor Oil Plant	(Ricinus Communis)	=	
Garden Plants			
Autumn Crocus	(Colchicum Autumnale)	=	
Spurges	(Euphorbia)	=	H
Foxglove	(Digitalis Purpurea)	=	
Freemontodendron	(Fremontodendron)	=	
Ivy	(Hedera Helix)	=	H
Laburnum	(Laburnum Anagyroides)	=	
Leyland Cypress	(X Cupressocyparis)	=	
Lily-of-the-Valley	(Convallaria Majalis)	=	
Lupins	(Lupinus)	=	
Mezereon	(Daphne Mezereum)	=	I
Monkshood	(Aconitum Napellus)	=	I
Pokeweed	(Phytolacca)	=	I
Rue	(Ruta Graveolens)	=	-
Yew	(Taxus Baccata)	=	
Will and Nether Dissets			
Wild and Native Plants Black Bryony	(Tamus Communis)	=	
Black Nightshade	(Solamum Nigrum)	=	
Cherry Laurel	(Prunus Laurocerasus)		
Deadly Nightshade	(Atropa Belladonna)	=	
Giant Hogweed		=	
	(Heracleum Mantegazzianum)		
Hemlock	(Conium Maculatum)	=	
Hemlock Water Dropwort	(Oenanthe Crocata)	=	
Horse Chestnut	(Aesculus Hippocastanum)	=	
Lords-and-Ladies	(Arum Maculatum)	=	
Snowberry	(Symphoricarpos Albus)	=	
Wild Privet	(Ligustrum Vulgare)	=	
Woody Nightshade	(Solanum Dulcamara)	=	

This list is not exhaustive, therefore **<u>DO NOT</u>** assume that plants not listed are safe.

There are a number of fungi which grow in this country that are poisonous, the most significant of which are listed overleaf. Children should be taught never to eat or touch any fungal growth they find at any time. A number of poisonings have occurred in recent years by people drying and eating fungi in order to hallucinate.

Clite sub a	(Clite subs Creation)
Clitocybe	(Clitocybe Species)
Common Ink Cap	(Coprinus Atramentarius)
Death Cap	(Amanita Phalloides)
Destroying Angel	(Amanita Phalloides)
Devil's Boletus	(Boletus Satanas)
Dung Roundhead	(Stropharia Semiglobata)
Ergot	(Claviceps Purpurea)
Fairy Cake Hebeloma	(Hebeloma Crustuliniforme)
False Morel	(Gyromitra Esculenta)
Fly Agaric	(Amanita Muscaria)
Grey Mottle Gill	(Panaeolus Sphinctrinus)
Inocybe	(Inocybe Species)
Liberty Cap	(Psilocybe Semilanceata)
Livid Entoloma	(Entoloma Lividum)
Magic Mushrooms	(Gymnopilus, Panaeolus, Psilocybe Species)
Mower's Mushrooms	(Paneolina Foenisecii)
Panther Cap	(Amanita Pantherina)
Sickener	(Russula Emetica)
Sulphur Tuft	(Hypholoma Fasciculae)
Yellow-Staining Mushroom	(Argaricus Xanthodermus)

There are several other rarer fungi which do not contain poisonous substances but which are fully listed in 'Poisonous Plants and Fungi - An Illustrated Guide'.

#### **Plants in the Curriculum**

*Safety in Science Education* (DfEE 1996) provides further useful information on plants and their use in the Science curriculum, which may be pertinent to other subject areas. Tables 17.5 to 17.9 give advice on plant poisoning, allergies, investigations with plants involving chemicals, physical injuries from using and growing, and some hazardous forms of plants.

#### References

*Poisonous Plants* - a set of 3 posters - RoSPA, Cannon House, The Priory, Queensway, Birmingham B4 6BS - £2.00 each

*Take Care - Be Plant Aware* a booklet produced by RoSPA, one copy sent to schools in 1995, contact Client Services if you require a further copy

*Handle with Care* - an article in April education of BBC magazine, Gardeners World *Poisonous Plants and Fungi - An Illustrated Guide*' - HMSO £9.96 (recommended purchase for schools)

Poisonous Plants in Britain and the Effects on Animals and Man - HMSO £12.95 Code of Practice for the Labelling of Potentially Harmful Plants - Horticultural Trades Association, 19 High Street, Theale, Reading, Berkshire RG5 5AN - £3.50 Safety in Science Education - DfEE 1966

#### Contacts

DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual) Client Support Devon The Science Advisory Team (Curriculum Issues)

# PLAYGROUND EQUIPMENT

In order to avoid problems of sub-standard and potentially dangerous playground equipment appearing on school sites, the following list of points needs to be considered as part of the risk assessment process, when deciding to acquire any playground equipment or safety (impact absorbent) surface).

- All play equipment/safety surfaces must be supplied AND installed to two European Standards. Use these two standards together in conjunction with each other. You will need to check this with the contractor. Only contractors who offer this level of quality will be used by Devon Purchasing, who will also be able to negotiate the terms of the contract, ie guarantee period etc. BS7188 methods of test for impact absorbing playground surfaces remain to provide additional guidance for surfacing.
- It is often useful to contact other customers of any contractor under consideration to see how their project was handled. You would be advised to get quotations from three companies and to arrange for a post installation inspection by RoSPA or another appropriate body. Certainly, do not pay the bill until the installation is completed to the school's satisfaction.
- Consider the aims of the equipment, eg is it to develop social skills or physical skills? What age and ability of children is it intended for? Age is extremely important because of the need for suitable sized handgrips and clearances so that hands and feet cannot get trapped. Height of the equipment should also be considered 2.5m is the maximum suitable height.
- Consider the location of the equipment carefully does the projected location have built-in hazards? Is the surrounding surface going to be non-slip and uniform? Will it be sited away from other structures and placed where it can be easily supervised? Appropriate procedures for use and supervision, eg numbers using it, disabled or highly active children, appropriate clothing etc will need to be put in place.
- A regular in-house inspection of the equipment needs to be organised *Inspection Checklist for Safety Representatives* (2001) for guidance - and an annual inspection by a contractor eg PE equipment maintenance contract or other competent contractor.

#### References

BSEN1176 Playground Equipment, BSEN1177 Impact Absorbing Playground Surfacing - Safety Requirements and Test Methods
HSE Information Sheet - Entertainment Sheet No11 12/99
RoSPA A Guide to the New European Playground Equipment and Surfacing Standards 1998 from
Playground Office, 3 Earning Street, Godmanchester, Cambs PE18 8JD
Safe Advice Note 4 - Permanently Installed Outdoor Play Equipment in Education Establishments which gives further sources of information, guidance and contact
Inspection Checklist for Safety Representatives (2001)

#### Contacts

DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual) County Advisor for PE Devon Purchasing - Sports and Leisure Equipment Buyer Client Support Services - Grounds Manager

# DEVON'S CORPORATE HEALTH AND SAFETY POLICY

Devon's Corporate Health and Safety Policy was revised and considerably extended in the Summer 2002. It is available on the following link in the Intranet:

www.devon.gov.uk/private/corporate/policy/hr/health/safety/safety.pdf

A paper copy of the full document has also been sent out with the Manual sheets to ensure the information gets into Education, Arts and Libraries establishments so they are aware of the details of the chains of responsibility for health, safety and welfare throughout Devon County Council.

**Contacts:** 

DEHSSA - (see Contacts List in the Health and Safety Manual)

# WRITTEN HEALTH AND SAFETY POLICIES

#### Legal Requirement

'Except in such cases as may be prescribed, it shall be the duty of every employer to prepare and, as often as may be appropriate, revise a written statement of his general policy with respect to the Health and Safety at Work of his employees and the organisation and arrangements for the time being in force for carrying out that policy, and to bring the statement and any revision of it to the notice of all his employees'. The Health and Safety at Work Act 1974 at Section 2(3)

#### Policy Documents can be located in Volume 2 Health and Safety Manual

- 1 Directorate Policy
- 2 Model School Policy Version 1
- 3 Model School Policy Version 2
- 4 Examples of Policies for Free Standing Establishments

Most schools have a version of 2 or 3 above. At 4 we have tried to include policies more suitable for non-school premises.

#### CONTACT

DEHSSA (See Contacts List in the Devon Education Health and Safety

## DEVELOPING AND USING ENVIRONMENTAL AREAS IN SCHOOLS AND COLLEGES

Most schools and colleges are well advanced in creating, developing and using a pond and/or environmental areas on the school site. For these schools this note is a reminder of safe practices and procedures for use. There will be other establishments who are going to create a pond or environmental area for the first time and need guidance as to how this should be done, and subsequently how the area should be developed and used. In the past, Devon had limited written guidance available to schools - although this was useful in terms of giving appropriate information to enable an area which was safe to use to be set up. Now there is more comprehensive guidance available.

The CLEAPSS (Consortium of LEAs for Provision of School Science), School Science Service, produced Guide L221 *Developing and Using Environmental Areas in School Grounds* in December 1998. Devon LEA subscribes to membership of CLEAPSS on behalf of all its schools and thus Devon schools may obtain a copy free. The Guide does not claim to give you everything you need to know about establishing an environmental area, but its aim is to help schools decide what they need to do and to direct them to existing materials and sources of information or advice. However, the Guide does also provide some of its own suggestions on developing and maintaining an environmental area.

For those who have already created a wildlife area, the Guide also contains much that is useful to support or extend work that is already being carried out. Although many of the published materials referred to encourage or support the development of wildlife areas are aimed at primary schools, the general approaches adopted can obviously also benefit secondary schools.

The Guide takes you through from initial discussions and planning to obtaining permission and fundraising, moves on to starting the work and subsequently keeping it going, ie maintaining the wildlife area and using it. There is a section on Health and Safety and Insurance, a comprehensive section listing guidance and learning materials, and another on equipment and other materials, such as bird tables, pond construction and pond plants, trees, wild flowers etc. At the end there is a list of publishers and suppliers, which is invaluable.

RoSPA produce a fact sheet with advice on controlling access to the water, risk assessment and risk control.

The Wildfowl and Wetland Trust produce PONDWATCH FACT SHEETS containing a wealth of information on the creation and management of ponds.

Any queries which arise that are not covered in the book should be directed to the Curriculum Adviser or, if it is a health and safety issue, to the LEA's Health and Safety Officers.

#### References

CLEAPSS Guide L221 - *Developing and Using Environmental Areas in School Grounds*, particularly Section 10 - 'Addresses of Publishers, Suppliers etc' and Section 8 - 'Guidance & Learning Materials'

#### Contacts

DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual)

David Weatherley, Curriculum Adviser, Devon Curriculum Services, Great Moor House, Bittern Road, Exeter EX2 7NL

Email: <u>dweather@devon.gov.uk</u> Tel: 01392 384831 Fax: 01392 384880

CLEAPSS School Science Service, Brunel University, Uxbridge UB8 3PH Tel: 01895 251496; Fax: 01895 814372; Email: <u>science@cleapss.org.uk</u> (Devon schools can telephone the CLEAPSS Helpline for free advice)

Steve Goodyear, Client Support Devon (Grounds Maintenance) EAL Directorate, County Hall, Topsham Road, Exeter EX2 4QG, Tel: 01392 382873

ROSPA : Pond Safety Fact Sheet available from: http://www.rospa.com/cms/STORE/Water/pond\_files/pond.htm

The Wildfowl and Wetlands Trust, Slimbridge, Gloucestershire GL2 7BT. Email: <u>slimbridge@wart.org.uk</u> Visit Web site: <u>http://www.wwt.org.uk.htm</u>

> Tel: 01453 891900 Fax: 01453 890827

### HEALTH & SAFETY ISSUES FOR PREGNANT WOMEN

#### 1 Introduction

Pregnancy should not be equated with ill-health. It should be regarded as part of everyday life and its health and safety implications can be adequately addressed by normal health and safety management procedures.

#### 2 What you Need to Do

- Headteachers, Principals and Officers-in-Charge must carry out a risk assessment and do what is reasonable to control any risk to new and expectant mothers and their unborn infants. To do this, consider the hazards listed below (3).
- Interview the new or expectant mother and record and date your findings and any agreed changes in work patterns on her personnel file.
- There is a Corporately produced form, PD74, which has been made available on the Intranet, to assist employees who are expectant or new mothers with a risk assessment. The form should be completed with the employee's Line Manager and it may be beneficial for advice to be sought from a relevant Trade Union Safety Representative. (See 4c below).

#### 3 Hazards

The following physical, biological and chemical agents, processes and working conditions may affect these women:

**Physical:** shocks, vibration and movement, eg regular driving off-road; lifting and handling tasks; prolonged exposure to loud noise (can affect blood pressure and tiredness); ionising (radioactive materials) and non-ionising radiation; extremes of heat and cold; movements and postures (eg fatigue from standing for long periods); travelling and other mental/physical fatigue, eg reassessment needed of tight fitting workstations, use of ladders etc; underwater diving (which might be part of an outdoor pursuits programme).

**Biological:** the risks from these are generally no higher in education establishments than in the community as a whole, except that some, like Hepatitis B, may possibly affect special school staff depending on the nature of their work. Others to note are TB, German Measles, Chicken Pox, HIV and Typhoid.

**Chemical:** substances labelled R40, R45, R46, R47, R61, R63 and R64 which may cause genetic damage, cancer, birth defects. It is, however, unlikely that such substances will be present in schools except for mercury, carbon monoxide, lead, antimitotic drugs and some pesticides. All these substances come under the COSHH Regulations or, in the case of lead and asbestos, sets of specific regulations.

WorkingWorking with VDUs - concerns about pregnant women working with display screensConditions:are unfounded in terms of radiation hazards, but there may be problems associated with<br/>stress and anxiety which should be discussed at an early opportunity if they occur.

Aspects of	itself may affect work, eg posture of a pregnant woman changes to cope with her
Pregnancy:	increasing size, which may affect her dexterity, agility, co-ordination, speed of movement, reach etc, and naturally the impact will vary during the course of
	pregnancy, highlighting the need for review. Things that should be borne in mind are:
	morning sickness, backache, varicose veins, haemorrhoids, frequent visits to the toilet, increasing size, tiredness, balance and comfort.
standing, manu work, use of p	<b>ork</b> that should be borne in mind are early shift work, exposure to nauseating smells, ual handling, posture, sitting, working in hot conditions, difficulty in leaving job/site of rotective clothing, work in confined areas, overtime, evening work, problems of working et surfaces and in tightly fitting workspaces.
to consider ren controlled. If t hours or offer	sion between manager and employee, any of these hazards are identified, you will need noving the hazard or preventing exposure to it. Where this is not feasible the risk must be here is a significant risk then you must either change the working conditions or working suitable alternative work. If, however, that is not possible, paid leave should be given for ecessary to protect the health and safety of the pregnant woman or that of her child.
	so inform Safety Representatives and female employees who are, or could be, pregnant ntial risks and outline what you will do to ensure that any new/expectant mother is not m.
Useful Advice	
Some example	es of useful advice:
close	Department of Health, MAFF and HSE have advised that pregnant women should avoid contact with sheep during lambing periods. See page 35 'Other Hazards' in <u>Outdoor</u> ation, <u>Visits and Off-Site Activities</u> – (DCC May 1999, Revised 2003).
assess	APSS School Science Service have given the view that the model (general) risk sments it has prepared offer adequate protection to new and expectant mothers (website <u>.cleapss.org.uk</u> ).
releva be use	hally, Corporate forms are customised by the EAL Directorate to make them more ant and user-friendly. Until such time as this is possible, the corporate version should ed. It can be downloaded from :
WWW	.devon.gov.uk/private/corporate/policy/hr/health/forms/pd74.doc.
<b>References:</b>	
	<u>ctant Mothers at Work, A Guide for Employers</u> - (HSE, HS(G)122 ) 12/94 as to New and Expectant Mothers in the Workplace, A Guide for Employers –
	Council <u>Employee's Maternity Guide</u> - Devon Human Resources Practice, Devon es.
Management of	of Health and Safety at Work Regulations 1999
Contacts:	
Officer and dis	y doubts about hazards or courses of action, contact your local Health and Safety scuss any personnel issues involved with the School's Personnel Officer. The Health Unit may also be of assistance if you subscribe to its services.
DEHSSA (see	'Contacts List' at the front of this Manual)

4

### CONFIDENTIAL



**DEVON COUNTY COUNCIL** 

### **Risk Assessment for Expectant and New Mothers**

This form is to be completed for health and safety purposes and shall be used only to ensure, following this review/assessment, that any potential hazards to you or your child are evaluated and or managed.

This form is to be completed by the manager together with the expectant or new mother.

The current RISK ASSESSMENTS relating to the activities, processes, materials, chemicals plant/equipment, and work locations affecting the expectant or new mother must be used as a base for this assessment.

It may be beneficial for the expectant woman to involve and get advice from her Trade Union Safety Representative.

If it is the expectant or new mother's wish this form is to be made available to her Trade Union Safety Representative. Discussion should also be held to decide when it would be appropriate to tell colleagues in the workplace.

June 2002

Name:	
Directorate / Section:	
Job Title:	
Date Baby Due/Born::	

DOES THE WORK PROGRAMME INVOLVE ANY OF THE FOLLOWING:	IDENTIFIED RISKS	ACTION RECOMMENDED DATE NAME OF PERSON TO ACTION
(1) Shift Patterns (especially if night work)		

DOES THE WORK	IDENTIFIED	ACTION
PROGRAMME INVOLVE	RISKS	RECOMMENDED DATE
ANY OF THE		NAME OF PERSON TO ACTION
FOLLOWING:		
(2) Manual Handling		
(3) Working in hot or cold atmospheres		
atmospheres		
(4) Work likely to cause		
fatigue, physical or mental		
stress		
(5) Work on slippery or wet		
surfaces		
(6) Work in which the taking		
of rest breaks and/or distance		
to rest room or toilets may be		
a problem		
-		

DOES THE WORK PROGRAMME INVOLVE ANY OF THE FOLLOWING:	IDENTIFIED RISKS	ACTION RECOMMENDED DATE NAME OF PERSON TO ACTION
(7) Any work and or contact with chemicals, which could pose a hazard.		
(8) Workstations/VDU ergonomics and comfort		
(9) Any work and or contact with biological agents, which could pose a hazard.		
(10) Interaction with clients and or children (eg rubella, violence, etc.)		
(11) Contact with animals (sheep, dogs, etc.)		

DOES THE WORK PROGRAMME INVOLVE ANY OF THE FOLLOWING:	IDENTIFIED RISKS	ACTION RECOMMENDED DATE NAME OF PERSON TO ACTION
(12) Driving (eg use of seat belts)		
(13) Any other hazards or concerns		

### MINIMUM MONTHLY REVIEWS AND RESULTANT WORK ADJUSTMENTS

Type and quantity (including arrangements for private rest facilities):

Signed: Manager	Date:	
Manager		
Signed:	Date:	
Signed: Expectant/New Mother		
Signed:	Date:	
Trade Union Safety Representative		
(as necessary)		

# SCHOOL PREMISES REGULATIONS

The minimum standards that apply to all maintained schools in England and Wales are contained in the Education (School Premises) Regulations. The Regulations are issued by the Secretary of State under powers contained in the 1944 Education Act.

The statutory instrument contains regulation requirements for new and existing school facilities. These include pupil toilets, staff toilets, medical accommodation, staff accommodation, circulation space, cloaks, and food and drink preparation. There are also various structural requirements including load bearing structures, fire escape, acoustics, lighting, heating, ventilation, water supplies and drainage.

The 1981 version has been revised and schools should be aware of new requirements. The new regulation no longer specify any statutory minimum teaching areas, but do detail playing field requirements. The regulations came into force on 1 September 1996.

#### References

Statutory Instrument 1999 No.2. (HMSO, ISBN 0 11 0803310) Education (School Premises) Regulations 1999 (HMSO, ISBN etc) Building Bulletin No 82, *Area Guidelines for Schools*, ISBN 0 11 270921 4 gives non-statutory accommodation for nursery, primary and secondary pupils. It also covers school grounds

#### Contacts

DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual) Project Officers in the Directorate of Education, Arts and Libraries at County Hall

### **RISK ASSESSMENT**

Risk Assessment is nothing more than a careful examination of what, in your education establishment, could cause harm to people, so that you can decide whether you have done what is reasonably practicable to prevent harm.

#### What is a Hazard?

A hazard is anything that has the potential to cause injury or harm.

#### What is a Risk?

A *risk* is the likelihood, great or small, of the potential for harm being realised and causing an accident or incident. The extent of the risk takes into account how serious the injuries or outcomes are likely to be.

#### What is Reasonably Practicable?

This is a balancing act between the risk as described above and the cost in money, time, disruption, effort, etc, of the precautions needed to avoid the risk or reduce it to an acceptable level. If the risk is minor, the cost to achieve the balance need not be great, but should the risk be high, then cost may need to be incurred to remove or reduce the risk and achieve what is reasonably practicable.

#### Five easy steps to Risk Assessment

- 1 IDENTIFY HAZARD
- 2 ASSESS THE RISK, WHO WILL BE AFFECTED AND HOW SERIOUSLY
- 3 EVALUATE MEASURES OF CONTROL
- 4 RECORD FINDINGS (see Risk Assessment Form)
- 5 MONITOR AND REVIEW PERIODICALLY

#### References

Devon County Council *Health and Safety at Work Manual* 5 Steps to Risk Assessment IND(G) 163L - Health and Safety Executive

#### Contacts

For further information and training - DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual.

### MANAGEMENT AND GOVERNOR SERVICES

### SCHOOLS RISK ASSESSMENT

'The underlying principle of risk assessment is that it enables employers to prioritise action, and acknowledges that resources are not infinite and that many risks may need to be tolerated or controlled. It also allows one risk to be balanced against another, enabling the whole system or situation to be considered fully. There is no point building a fast car with ineffectual brakes'. *David Eves HM Chief Inspector of Factories*. The notes that follow are based upon the Health and Safety Executive Leaflet, *Five Steps to Risk Assessment*. The aim is to help schools produce a Health and Safety Policy clearly based upon identifying anything that can cause harm, then assessing what actions are needed to prevent someone being hurt or becoming ill. It is about *risk assessment*. These notes should be used when completing the attached record or risk assessment form.

#### **STEP 1 - Finding Hazards**

A good starting point is provided by using the 'Inspection Checklist for Safety Representatives' produced by the Devon Education Department. You can use this to consider what hazards are present. Ask your staff and their safety representatives what they think. They work there all the time and may have noticed things which are not immediately obvious from a 'snapshot' walk around.

You should also use the various health and safety publications from the County Council and other bodies and those referring to the appropriate curriculum areas produced by Devon Education. See **GUIDANCE DOCUMENTS** in Devon Education Health and Safety Manual.

You are only concerned with hazards which you could reasonably expect to result in significant harm within your school or on off-site activities organised by the school Examples are:

- Hot and cold surfaces
- Adverse weather
- Fire
- Products labelled corrosive, irritant, harmful, toxic etc
- Dust and fumes
- Electricity
- Slipping and tripping
- Pulling, pushing and lifting
- Poor lighting
- Low temperatures, and
- House keeping
- Use of equipment, apparatus, tools and vehicles

#### STEP 2 - Who Might be Harmed?

We need to think about the full range of people who are exposed to the risks created by the activities of the school, on and off site. Consider in addition to your staff, the following:

- Maintenance personnel e.g. from Devon Direct Services (cleaners, kitchen staff), grounds maintenance staff, other service providers
- Building contractors
- Members of the public
- Letting arrangements
- Inexperienced staff
- Individuals especially at risk, e.g. asthmatics, epileptics, wheelchair users etc
- Even trespassers onto the site
- Staff working away from school e.g. home visits
- Visitors and parents
- Pupils and their pre-school aged brothers and sisters
- Staff working alone
- New and expectant mothers

Some are not in school very often so think carefully about them, they are possibly more at risk!

#### **STEP 3 - Evaluate and Control the Risks**

Your main aim is to do what is reasonably practicable to remove or reduce Health and Safety risks. If in doubt your Devon Education Health and Safety Officer can help you decide the level of risk and appropriate control measures. There are also a number of model risk assessments produced by Devon Education for schools use eg 'The Fire Precautions Guide and Log' to enable you to deal with the hazards which arise from fire. *Safety in Outdoor Education, Visits & Off Site Activities* provides a useful guide to risk assessment for schools in this important area.

Remember also that under the Control of Substances Hazardous to Health Regulations (COSHH) you should have already done some assessment. In addition contractors will have carried out risk assessment under COSHH for substances used by their staff (eg Devon Direct Services, the Grounds Maintenance Contractor) and should be able to provide you with this information.

By looking and questioning users of the school you will quickly be able to identify such things as moving parts of craft machinery that could cause harm, or if there is an awkward entrance or stairs where someone could be hurt. If so, check that you have taken what reasonable precautions you can to avoid injury. Some are specific legal requirements, eg to guard machinery, others fall within the general duties of the 1974 Act to provide a safe place of work.

If you find that further control measures are needed, ask yourself:

- (a) can I get rid of the hazard altogether?
- (b) if not, how else can I control and reduce the risks so that harm is unlikely?

Only use personal protective equipment where there is nothing else that you can reasonably do. This should be seen as the last resort

#### **STEP 4 - Recording Your Findings**

You only have to *record significant findings of your assessment*, but you must be able to show that a proper check has been made. As a minimum you should write down the more significant conclusions. Within your own Health and Safety Policy you will have made arrangements, for instance, for ensuring that portable electrical appliances are checked and that other items such as gymnastic equipment and fire fighting equipment are regularly serviced.

Assessments need to be suitable and sufficient, not perfect. Ask yourself:

- are the precautions adequate?
- is there something to show that a proper check was made?

The attached Record of Risk Assessment Form may be used for this purpose.

#### **STEP 5 - Review**

You will not need reminding that change is around us all the time. The National Curriculum is forever changing, therefore new machines, substances and procedures, which could all lead to new hazards, will be introduced. Staff, too, change and the number of pupils in school changes every term and/or annually.

It is important therefore to look at the assessments you have done and to modify them when necessary. Again you are only concerned with *significant change*. Another example of change is when a building contractor comes to school, perhaps to carry out a minor building project. It would be important to ensure that you and the builder look at the hazards which will be created by the proposed work and who may be affected.

#### **STEP 6 - Getting Help**

The various publications available from Devon County Council, in particular the Education Department, have already been mentioned. One of the most important is the Devon Education Health and Safety Manual (1995).

Detailed help and advice is available through the LEA's Health and Safety team at County Hall, see Contacts List in the Devon Education Health and Safety Manual). A substantial level of support and advice is provided free as part of the entitlement under your subscription to the Team. Additional support or training, specific to your needs which might lie outside the basic provision is also available. This additional service will be separately costed and a quotation will be provided in advance.

The Devon Education Health and Safety Officers (DEHSSA) meet regularly to look at health and safety matters and keep schools informed of issues that affect them.

Training events are also organised for school governors, Headteachers and staff. Some of these are provided at no extra charge.

### RISK ASSESSMENT

Record Production /4

	SCHOOL/COLLEGE:		RISK ASSESSMENT RECORD (GENERAL)       FORM RA2       Page 1 of 2         NB Risk Assessments are considered to be legal documents and may be called for by the Health & Safety Executive, Legal profession,       FORM RA2       Page 1 of 2         Insurers, Trade Unions and the County Council. The lack of a suitable and sufficient risk assessment can attract a fine.       Revised Nov 2004       Page 1 of 2					
DEVON COUNTY COUNCIL	Location Address:	insur	ers, fraue Onions and the County Council.	Section/U	30 V	Kevised Nov 2004		
Person(s)/Group a	t Risk:						Please pu appropria	
Activity/Task/Proc	cess/Equipment:			Initial:				
				Periodic I	Review:			
				Activity/I	Equipment Change:			
				In Light c	of New Information:			
					g an Incident:			
				Other				
				Date of A	ssessment:			
Next Review Date:		Assessor(s)						
Or an earlier date on wh	tich a change in knowledge or circumstance occur	which may affect the v	validity of this assessment					
Hazards are Physical, Cl and a People – employees buildings – location – w	IGNIFICANT HAZARD hemical, Biological, Ergonomic & Psychological re generally associated with; – pupils – visitors contractors etc; Premises – orkplace – area etc; Processes – activity; Plant – ls – apparatus – machinery and Materials	PRIORITY ORDER	WHO MIGHT BE HAR List groups of people who are e risk from the significant hazard e.g. All employees (Teachin teaching staff) pupils, parents, contractors etc)	especially at is identified ig & non	IS THE RISK ADEQUATELY MANAGED List existing control measures, procedures and strategies used to reduce the risk	WHAT FURTHER A NEEDED TO MANAGE Give brief detail of furthe action that needs to be tak reasonably practicable to reduce the risl Full details & recommend recorded over leaf in pri	<b>C THE RISK</b> r and or new en where it is do more to k dations to be	LINE Ref NUMBER
	(COL 1)	(COL 2)	(COL 3)		(COL 4)	(COL 5)	•	(COL 6)
YOUNG PERSONS ON ASSESSMENTS REQU EQUIPMENT, FIRST A	OW CONSIDER / NEW EXPECTANT MOTHERS / DISABLED PERSONS / SEN /       Ownership of RISK ASSESSMENT is important and is best achieved if the Headteacher, Principal, H&S Co-ordinator and or nominated risk assessor(s) are made responsible for their completion. They must consult with their Education Health, Safety & Security Officer.       SVC/DE         DUNG PERSONS ON WORK EXPERIENCE. ALSO, ANY SPECIFIC RISK       SVC/DE       HSO       SVC/DE         SSESSMENTS REQUIRED FOR: MANUAL HANDLING, DISPLAY SCREEN       Trade Union safety representatives. OH Nurse, other specialist staff and colleagues as necessary.       RISK ASSESSMENTS SHOULD       HSO         QUIPMENT, FIRST AID, FIRE, CONTROL OF SUBSTANCES HAZARDOUS TO       A COPY OF THIS ASSESSMENT MUST BE RETAINED AT THE SCHOOL / COLLEGE AND THE RESULTS SHARED WITH       A COPY OF THIS ASSESSMENT MUST BE RETAINED AT THE SCHOOL / COLLEGE AND THE RESULTS SHARED WITH       ALL AFFECTED PERSONS							

#### RISK ASSESSMENT Record Production /4

RECOMMENDATIONS – ADDITIONAL CONTROL MEASURES IN ORDER OF PRIORITY AND ACTIONS TO BE TAKEN					Page 2 of 2
LINE Ref. NUMBER	DATE	ASSESSORS RECOMMENDATIONS FOR FURTHER CONTROL MEASURERS	Estimate of Cost £	ACTION TO BE TAKEN BY HEADTEACHER / PRINCIPAL OR AUTHORISED OFFICER	TARGET DATE
	Assessors Signa	ture:		Date:	
		HEALTH & SAFETY TRAININ	NG REQUIREN	AENTS	
LINE Ref. NUMBER	DATE	ASSESSORS RECOMMENDATION FOR TRAINING	Estimate Of Cost £	HEADTEACHER / PRINCIPAL OR AUTHORISED OFFICER TO COMPLETE – ACTION TAKEN - TRAINING	TARGET DATE
			1		
A copy of this form m H&S training needs in		the establishment orm must be included into the staff development review process.	Headteacher /	Principal or Authorising Officers Signature:	SVC/DEHSO EAL

#### RISK ASSESSMENT Record Production /4

List Hazards Here	List groups of people who are especially at risk from the significant hazards you have identified	List existing controls here, or note where the information may be found.	List the risks which are not adequately controlled and the action you will take where it's reasonably practicable to do more. You are entitled to take cost into account, unless the risk is high.	

# **SAFETY IN ROOFWORK**

Roofwork is a high risk activity that should only be undertaken by trained and experienced staff with appropriate well maintained equipment, who are physically capable of carrying out the planned tasks.

This guidance has been compiled following accidents in education establishments which have occurred during roofwork.

## Whilst the protection of persons undertaking roofwork is important, it is essential to ensure that suitable precautions are taken to protect others in the vicinity, therefore:

- toe boards or other means should be provided at the edges of roofs and around roof lights, sky lights and windows to prevent materials and tools from falling;
- materials and tools should never be thrown from the roof;
- consideration should be given to weather conditions. Strong winds can blow materials/tools off roofs and rain, ice or snow can make surfaces slippery underfoot;
- where materials are being stored on the roof or the scaffolding, care must be taken to not overload the structure;
- notices are erected at ground level to inform people that work is being carried out on the roof.

#### Before commencing work on a roof, ensure:

- the area below the work site is suitably cordoned off to provide an adequate safety zone;
- where the whole roof surface is fragile and access unavoidable, that no person stands on the fragile surface;
- that a lack of warning notices indicating fragile roofs is not taken as evidence that the roof is not fragile;
- suitable barriers are used to show the designated roof work area and prevent workers approaching open edges;
- where open edge working is unavoidable, guard rails and toe boards are erected;
- any openings, including rooflights, should be protected by guard rails and toe boards, or by substantial covers fixed in position and <u>marked;</u>
- any fragile areas constructed of plastic sheeting, wired glass, woodwool slabs, asbestos/fibre cement sheets, rusted corrugated steel sheeting, etc are identified;
- at least two crawling ladders/boards are used to span the supporting roof structures (purlins), single scaffold board should not be used;
- crawling boards are at least 430mm wide and where possible secured to prevent movement;
- crawling ladders or boards are used on roofs that slope more than 10° above the horizontal and where the roof battens do not provide a safe handhold and foothold.

#### References

DCC Education Department - Health and Safety at Work - Safe Practice Notes Caretaking and Cleaning (BR88)

HSE Information Sheet - *Construction Site Health and Safety Checklist* Construction Sheet No17

HSE Information Sheet - *Short Duration Work on Pitched Roofs: Protection Against Falls* Construction Sheet No20

HSE Information Sheet - *Work on Flat Roofs: Protection Against Falls* Construction Sheet No21

HSE Information Sheet - *Work on Fragile Roofs: Protection Against Falls* Construction Sheet No22

# SAFETY COMMITTEES IN EDUCATION ESTABLISHMENTS

An establishment is obliged to set up a Safety Committee when a request in writing is received from two or more union appointed representatives within the establishment.

The Committee should comprise equal numbers of union appointed safety representatives and management representatives.

The main objectives of a Safety Committee should be to:

- Study the cause of accidents and discuss trends, safety, accident and inspection reports;
- Develop local safety policy, procedures and arrangements based on the LEA's safety policies;
- Discuss safety training requirements;
- Advise on information and publicity relating to health, safety and welfare.

#### Joint Safety Committees

(a) The County Council's Central Joint Safety Committee is the policy formulating body for all corporate health, safety and welfare matters.

Trade Unions are represented by their area or county officers and each department of the County Council is represented on the employer's side.

(b) A departmental Health, Safety and Welfare Committee has been established to consider issues affecting the health, safety and welfare of all employees in the Education Department. This committee formally approves health and safety policies for the Education Department.

#### References

- Devon Education Health and Safety Manual Version 2 Education Department Policy Statement (BR79)
- Trade Union literature
- Safety representatives and safety committees L87 3<sup>rd</sup> edition HSE Books 1996

#### Contacts

DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual) Relevant Trade Unions

## **CONSTITUTION - COLLEGE SAFETY COMMITTEE**

#### 1 Title

The committee shall be known as 'The Crediton Queen Elizabeth's Community College Health, Safety and Welfare Committee'.

#### 2 Role and Sphere of Operation

The committee shall consider matters relating to health and safety and welfare within the College.

#### 3 Membership

The committee shall comprise of one representative of the senior management team, one Governor, the school nurse, and give representatives of the teaching unions, one non-teaching representative, one boarding representative and the fire officers for the upper and lower college. The committee will co-opt additional members as appropriate.

#### **Chairman and Vice Chairman**

The committee shall appoint a Chairperson and a Vice Chairperson at their first meeting in each year.

#### 4 Secretary

The committee shall appoint a secretary at its first meeting in each year.

#### 5 Conduct of Business

- (i) *Meetings* Meetings of the committee shall be held once each term.
- (ii) Agenda

The Chairperson and Secretary will prepare and circulate to all members an agenda, giving \_\_\_\_\_ working days in advance of every meeting. Items for consideration should be submitted to the secretary at least ten working days before the date of meetings, except in emergencies.

(iii) Minutes

The Chairperson shall approve the minutes for distribution to all members of the committee within 10 working days after the meetings. An agreed synopsis of the minutes shall be brought to the attention of all staff concerned.

- (iv) *Quorum* The quorum for the meeting shall be four.
- (v) *Facilities* Facilities will be granted so that members can carry out their duties satisfactorily

#### **Terms of Reference**

6

- (i) To assist the Governing Body and Principal to discharge their responsibilities under the Health and Safety at Work Act 1974 in collaboration with the LEA.
- (ii) The study of accident statistics and trends and to make recommendations.
- (iii) Examination of any safety audit reports on a similar basis to (ii) above.

- (iv) Consideration of reports provided by management, safety representatives, recognised Trades Unions, Safety Committees set up under the Health and Safety at Work etc Act 1974 and Inspectors of the Health and Safety Executive.
- (v) Be instrumental in the development of working rules for Health and Safety and Safe Systems of Work.
- (vi) Consideration of Health and Safety training and education, particularly with regard to the effectiveness of such training together with advice to management on training needs.
- (vii) Ensuring the adequacy of Health and Safety communications and publicity affecting the college.
- (viii) Promotion of good health and safety working practice.

## SAFETY REPRESENTATIVES IN EDUCATION ESTABLISHMENTS

Under the Safety Representatives and Safety Committees Regulations 1977 as amended by the Management of Health and Safety at Work Regulations 1999.

<u>Safety Representatives</u> - are those persons elected by a recognised Trade Union where one or more employees are employed (the Trade Union must notify the employer in writing of the name of the appointed person and the group of employees that they represent). They are allocated specific functions under these regulations. These Union appointed Safety Representatives should not be confused with those persons appointed by the employer to advise on and co-ordinate health and safety within the establishment on behalf of the management eg a safety officer or co-ordinator.

#### FUNCTIONS OF A SAFETY REPRESENTATIVE

- To investigate a complaint by an employee he/she represents relating to any aspect of that person's health, safety or welfare at work.
- To investigate any health and safety risks in the workplace and to examine the cause of accidents.
- To make any representations to the employer resulting from the above.
- To carry out safety inspections (An LEA checklist has been compiled for their reference).
- To consult with a Health and Safety Executive Inspector or any other enforcing authority (eg Environmental Health Officer) in the workplace.
- To attend Safety Committees, if set up.

#### References

Inspection Checklist for Safety Representatives (BR94) 2001 - Devon LEA Relevant Trade Union literature Safety Representatives' Charter, HSC, Higher & FE Advisory Committee, Schools, Education Advisory Committee.

#### Contacts

DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual) Relevant Trade Union

# SAFETY SIGNS AND SIGNALS

This note explains what to do to comply with the new Safety Signs Regulations 1996 which came into force on 1 April 1996.

#### Why Do We Need The Regulations?

To ensure that safety signs throughout the European Union, wherever they are seen, have the same meaning.

#### What Do The Regulations Cover?

They cover the various means of communicating health and safety information. These include:

- (a) traditional sign boards such as prohibition and warning signs;
- (b) fire safety signs (ie signs for fire exits and fire fighting equipment);
- (c) the use of illuminated signs;
- (d) hand and acoustic signals (eg fire alarms);
- (e) spoken communications;
- (f) the marking of pipework containing dangerous substances.

#### What Do The Regulations Require?

You should:

- (a) provide specific safety signs whenever there is a risk that has not been avoided or controlled by other means, eg by engineering controls and safe systems of work. Following a risk assessment where a safety sign would not help to reduce that risk, or where the risk is not significant, there is no need to provide a sign;
- (b) where necessary, provide road traffic signs within premises to regulate internal traffic;
- (c) maintain the safety signs which you provide; and
- (d) explain unfamiliar signs to staff and tell them what they need to do when they see a safety sign.

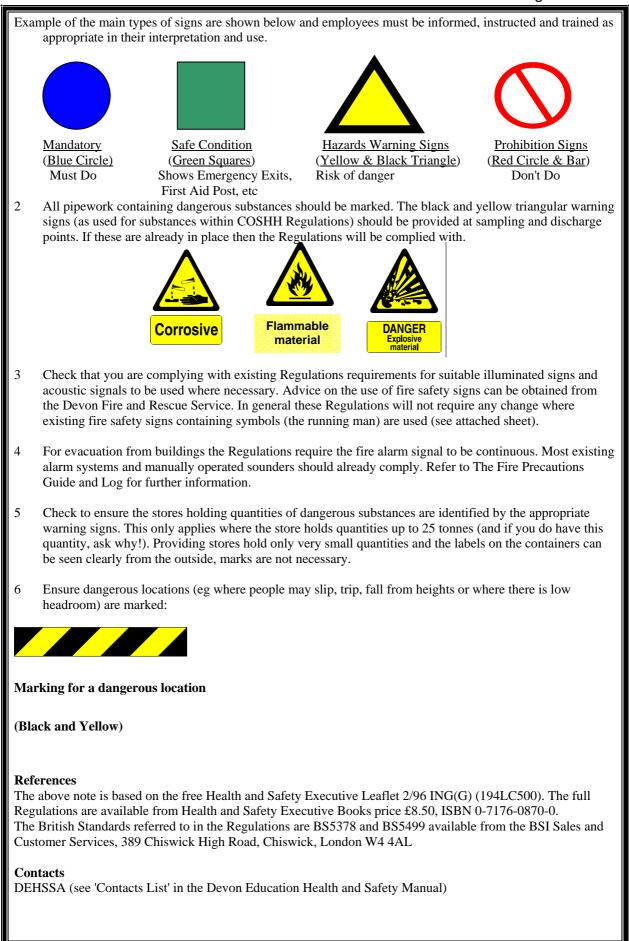
#### **Do Existing Signs Need To Be Changed?**

- 1 Where a previously acceptable sign is not of the type referred to in the Regulations, replace it.
- 2 All of the safety signs purchased and used now need to meet the requirements of the new Regulations.
- 3 The attached sheet shows Means of Escape signs that conform to the new regulations.

#### What Needs To Be Done?

1 Look at the Devon Purchasing Catalogue. Devon Purchasing hold stocks of the most common signs and can arrange for others to be provided on request (see Catalogue under Estates and Premises). Should you require any further information or advice please contact DEHSSA.

#### SAFETY SIGNS AND SIGNALS Regulations /2



## **SAFETY IN SCIENCE**

#### 1 Secondary Schools

The LEA policy is based upon DfES *Safety in Science Education* (1996) and the ASE *'Safeguards in School Laboratories'* (10<sup>th</sup> Edition 1996). Use should also be made of CLEAPSS *Risk Assessment for Science* (L196), HazCards, *Model Science Policy* and *'Monitoring the Implementation of Science Safety Policies'*. CLEAPSS information and documentation is provided on a CDRom that is updated annually with a new CDRom distributed to schools every Autumn term. Schools should ensure that they are using the current version when they consult the CLEAPPS information.

#### 2 Primary Schools

The LEA policy is based upon '*Be Safe'* from ASE and a variety of CLEAPSS guidance texts. See also CLEAPSS Guide L224 '*Model Health and Safety Policy in Science for Primary Schools'*. Subject Co-ordinators/Leaders should ensure colleagues are aware of the appropriate rules to be followed and these should form part of the school's Health and Safety policy.

#### 3 Special Schools

Both 1 and 2 contain advice which should be consulted as appropriate.

#### 4 General

Through the LEA's membership of CLEAPSS, schools are entitled to assistance from their Helpline Tel: 01895 251496. Free publications are also available - these are listed on their website (see below) and in the termly Bulletin.

#### 5 DEHSSA

Will audit science on a 3 year cycle.

#### References

Safeguards in the School Laboratory (ASE, 10<sup>th</sup> Edition 1996)
Safety in Science Education (DfES 1996)
Be Safe! (ASE 1990)
Animals in Primary Schools (1981 supplement to Safety in Science under revision 1996)
Guidance for Radiation Protection Supervisors (Devon Education 1989)
Poisonous Plants in School Grounds (Devon Education Health and Safety Manual)
Topics in Safety (3<sup>rd</sup> Edition ASE 2001)
Radiation Protection - Model Code of Practice ... CLEAPSS L93
General Health and Safety Issues. See Devon Education Health and Safety Manual

#### Contacts

DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual) County Adviser for Science, Great Moor House, Bittern Road, Sowton Exeter EX2 7NL, Tel: 01392 384855; Fax: 01392 384880; email <u>gtew@devon.gov.uk</u> CLEAPSS, Brunel University, Uxbridge UB8 3PH Tel: 01895 251496; <u>www.cleapss.org.uk</u> email: <u>science@cleapss.org.uk</u>

# **SECURITY BRIEF**

To help in planning for security in building projects, DEHSSA has produced this brief\*. In planning building improvements in DEAL, property managers, headteachers and principals will find the approach is helpful. Please use it.

#### STRATEGY

#### 1 **Premises Information**

Managers should already have a security policy based on risk assessment. A model policy is contained within the Education Health and Safety Manual (EHSM). Part of the policy includes a log for recording actual security incidents including trespass, arson, personal assault, burglary and vandalism. This is a unique local record.

The local security policy shows the management commitment being made at present. Only if staff are committed will security measures be fully effective. The policy should cover all aspects of security management. In addition, the LEA Accident Form BR 112 contains a section for reporting personal assaults on staff in reasonable detail. This information should be considered to indicate actual risk.

#### 2 Local Information

To obtain a wider knowledge of local crime, it is important to consult the police who will provide a crime profile for the area. This will ensure information from other premises including schools and community facilities is included. Both crime analysis and social problems need to be considered.

#### 3 Wider Advice

Security must be an important factor in designing accommodation. To further develop on local knowledge the Police Architectural Liaison Officer (ALO) must be involved at the preliminary briefing stage. Later when sketch plans are produced and prior to planning approval, these must be formally sent to the ALO for comment. Any comments must be obtained in writing. Once agreed the plan should also be approved by the Client (Education, Arts and Libraries Directorate).

A clear identification of the level of risk must inform individual project design. Careful consideration of the current security arrangements, the local crime profile and the comments of the ALO will help ensure that suitable and relevant provision is made.

#### SECURITY PROVISION

To help in meeting the above the following should be considered:

#### (a) Features to be avoided because they commonly cause problems

- Open sites with long perimeters and open fencing;
- Multiple entrances open during the day;
- Reception area located far from school entrances;
- Spread out schools with many independent buildings;
- Isolated buildings;
- Easy access to roofs (eg via stepped flat roofs, low eaves, low angle roofs) and insecure rooflights;
- Recessed doorways and external alcoves.

The principles of 'secured by design' should be applied. These aim to achieve a good overall standard of security for the building shell and, in order to deter criminal and anti-social behaviour within the school grounds, to introduce appropriate design features that enable natural surveillance and create a sense of ownership and responsibility for the premises. These features include secure vehicle parking, adequate lighting, instilling a sense of ownership of the local environment and a landscaping scheme that enhances natural surveillance and safety.

*Secured by Design* is a police initiative to encourage the building industry to adopt crime prevention measures in developing design to assist in reducing the opportunity for crime and the fear of crime, creating a safer and more secure environment. Secured by design is endorsed by the Association of Chief Police Officers and has the backing of the Home Office Crime Reduction Unit.

#### (b) Essential Features

## *Only* consider these once a clear idea of local risk based upon the information gathered from the above Strategy section has been fully assessed.

We are trying to prevent unauthorised access or limiting it to certain points which can be controlled. Consider:

- (i) <u>The School Site</u>: Devon's policy accepts that it is often difficult, if not impossible, to stop all intruders entering the school perimeter. In most new designs the boundary between school playing fields and adjoining property need only to be delineated so the public know the extent of school grounds and when trespassing. The use of appropriate signs must be considered.
- (ii) <u>The School Grounds</u>: The perimeter to school grounds should, however, be better protected. Good views from the perimeter into the school building must not be obscured by planting, banks or closed fencing. Also consider:
  - car park/vehicle security
  - security lighting
  - bin area
- (iii) <u>The School Buildings</u>: School premises are not just used 9 to 3 but at evenings and weekends. They are there 365 days a year and the type of risk varies at different times during the school day, at transition eg holidays when routines break down, during hours when school is empty.

Consider:

#### access control

The main entrance to the school reception should be clearly visible from the entrance and clearly signed to instruct visitors to report their presence. Other entrances into the school must not be available for use by unauthorised visitors (if appropriate, signs should be provided to direct visitors to the main reception area). It should not be possible after entry to the reception area to pass into the rest of the school without permission. An entrance lobby could be formed with a hatch to the school office to allow identification of visitors ahead of entry beyond the lobby area into the rest of the school. Automatic door release should be provided to allow school staff to release the lock to the inner doors. community use

Certain parts of the school are to be available for independent use by the community and these most be clearly separated for security purposes from the rest of the building.

- *Intruder Alarm* : Provision must be made to protect the building by a monitored system. Areas which may need to be protected include the school administration areas, amenity room, kitchen and circulation areas.
- Secure doors and windows
- Glazing
  - *Fire Precautions* : Managers will have a written Fire Risk Assessment for their existing premises. The Fire Officer and Police should agree upon joint requirements to ensure means of escape and security do not conflict. These requirements should be in sympathy with the local fire risk assessment when it is reviewed to take account of the changes in design, use and layout of the new part of the building.

#### SUMMARY

- 1 Obtain the school's own security policy and log of incidents
- 2 Consult the Police Crime Reduction Officer/ALO
- 3 Only proceed with the initial design and consideration of provision when a clear identification of the level of the risk is known
- 4 Agree the sketch plan with ALO and the Client

#### References

See index of the Devon Education Health and Safety Manual **SECURITY** 

#### Contacts

DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual)

\*DEHSSA is grateful for and acknowledges the contribution made by Devon & Cornwall Constabulary and Devon Design Practice

# **<u>CONTROL OF ACCESS FOR</u>** VISITORS TO SCHOOL SITES

The ability of visitors to enter a school unchecked needs to be considered (the physical measures of access control will be dealt with elsewhere in the Security Manual, eg keypad locks, door bells, etc). One procedure that can easily be put in place to record and control those in school is a *signing in and out register* for both visitors and pupils. This is extremely useful for security reasons, but can also be used in the event of an emergency evacuation of the building to account for all those on site.

A variety of sophisticated and often expensive systems are available commercially, but attached are two sample sheets (one for visitors, one for pupils) which can be freely copied and used by schools in conjunction with bought-in sticky labels printed with the word visitor or other appropriate logo. These sheets then assist schools in keeping log of who is in school at any time and are a deterrent for those who have no legitimate business on the site since they should not be able to gain access without challenge. Any system that employs the use of badges for *bona fide* visitors must be backed up with clear instructions to both staff and pupils on what to do if they see someone without a badge.

Children should be told not to approach an unauthorised person, but tell a member of staff of their presence. Staff need to assess the situation, make contact and establish what nature of business the person has on site. A simple 'hello, can I help you?' will not cause offence to a *bona fide* visitor, but will give a message to unauthorised visitors that their presence is being monitored.

#### References

Improving Security in Schools (DfES 1996) Devon Education Health and Safety Manual, Vol III, Secruity

#### Contacts

DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual)

#### IN THE INTEREST OF SECURITY

### ALL VISITORS ARE REQUESTED TO SIGN THIS RECORD SHEET

DATE	NAME	FROM	CAR REG	CAME TO SEE	TIME IN	TIME OUT
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						ļ
						L
						<u> </u>
						ļ

Devon Education Health and Safety Officers (DEHSSA)

#### IN THE INTERESTS OF SECURITY

### ALL PUPILS (OR A PARENT) ARE REQUESTED TO SIGN THIS RECORD

DATE	PUPIL'S NAME	CLASS	TIME IN	TIME OUT	REASON - Dentist, Doctor, ill etc

Devon Education Health and Safety Officers (DEHSSA)

## HOLIDAY CHECKLIST FOR EDUCATION PREMISES

# **CRIME!** Together We'll Crack it!

The risk of a break-in or vandalism at schools and colleges is a constant threat, particularly during holidays. Educational equipment is expensive and often items are purchased through funds raised for the school or college, particularly by Parent Teacher Associations.

An act of theft or vandalism is a serious drain on scarce financial resources. Also to be considered is the loss to pupils where equipment vital to their education and development is suddenly not available, and the waste of staff time and expertise.

To reduce the risk of crime at your premises and help to ensure that valuable resources are not wasted, the following checklist will provide a guide:

		Yes	No
1	Have you a procedure which enables to you ensure that the premises are secure at <i>all</i> times when unoccupied?		
2	Is video, computer and other electrical equipment locked in a secure store or kept out of sight?		
3	Has this equipment been security marked with the school/college postcode?		
4	Are paint, glue, liquids and other materials which have an attraction to vandals securely locked away or stored out of sight?		
5	Do you ensure that external items, eg dustbins and portable sport equipment, are locked away or stored out of sight?		
6	Do you encourage pupils/students to develop a sense of pride and responsibility towards their school/college and report anything suspicious to the Police immediately?		
7	If residential properties overlook your premises have you encouraged residents to report any suspicious activity to the Police?		
-			
F	Prepared with the Devon & Cornwall Constant	apula	ary

### **SECURITY**

This note has been prepared to help you think about school security.

- 1 <u>**Definition**</u>: 'Security is the management of risk, by highlighting potential problems and designing effective solutions'. *Managing Security in Schools and Colleges* by Tim Cooper and David Little.
- 2 <u>Aim</u>: The aim is to ensure that quality teaching and learning can take place in a safe and secure environment.
- 3 <u>**Risk Assessment**</u>: To review arrangements schools should carry out a full risk assessment using the Security Survey and Risk Assessment Form (based upon the document contained in Managing School Facilities, *Improving Security in Schools* Guide from DfES).
- 4 <u>Action Plan</u>: Next, draw up a prioritised programme of action. To do this, look at Part 1 of the Security Survey and Risk Assessment Form. In addition, high priority should be given to visitors' access control and training for personal security.
- 5 **Incident Recording** : Every breach of the school's security must result in a positive reaction on behalf of the school eg investigation of the circumstances, drawing up of remedial measures and systematic recording of the incident. The aim must be to record all breaches of security, eg trespass, vandalism, theft/burglary, fire, verbal/physical attacks (on staff and pupils), drug abuse and misuse. This record can then form part of the ongoing risk assessment process (use the Log included in the model policy see 7 below).
- 6 <u>**Organise</u>** : A senior member of staff should be made responsible for formulating the School's Security Policy, along with a member/committee of the School Governors. However, the whole school family should be consulted and involved in school security. Anything that is done will only be successful if the majority are convinced of the need for it, take ownership of it and the results are carefully monitored. Monitoring by the governing body and headteacher are essential to the process.</u>
- 7 **Policy** : It is essential to remember that security is only part of the school's overall Health and Safety Policy, which must become a fully integrated part of school life. The School's Security Policy should embrace the School's Behaviour Policy, including bullying, a statement about the introduction of measures for combating violence to staff and pupils, training and aspects of physical security, which can achieve the objectives of ensuring that all in school are safe. A model policy is attached - it can also be E-mailed or provided on disc and is free to Devon Schools.

#### References

The report of the Working Group on School Security, DfES, May 1996 Improving Security in Schools, 'Guide For' in the Managing School Facilities series from the DfES 1996 Education Service Advisory Committee Violence to Staff in the Education Sector, HSC, ISBN 0-11-885'

Education Service Advisory Committee, *Violence to Staff in the Education Sector*, HSC, ISBN 0-11-88558-1 Resources from the Suzy Lamplugh Trust Security of Personnel, Equipment and Property, Best Practice in Property Management, Devon County Counc

Security of Personnel, Equipment and Property, Best Practice in Property Management, Devon County Council Property Services Unit 1994

#### Contacts

DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual)

# DEALING WITH TROUBLEMAKERS

<u>AIM</u>: to help you to obtain the appropriate level of Police help to protect pupils and staff. Please read and complete and take a copy to pin up near to your main telephone(s) and in the staff room. A copy should also be placed in your *Dealing with Troublemaker* ring binder.

The key published guidance is *Dealing with Troublemakers* from the DfES which was sent to all schools and colleges early in 1998.

When contacting the police the following hierarchy for prioritising the help given exists:

#### 1 Assistance by Appointment

If an incident has taken place which requires local investigation and follow up, phone and request (or Local Police Centre) assistance by appointment. Dial Force Enquiry Centre - 0990 700400.

#### 2 Same Day Assistance

If a criminal or other serious incident has taken place in the school, phone and request rapid investigation or follow up. Dial Force Enquiry Centre - 0990 700400.

#### 3 Urgent Assistance

If a criminal or other serious incident is taking place at the moment in school (are staff unable to deal with the matter?) dial 999 and request urgent assistance.

**REMEMBER :** The Police have many incidents to deal with. Help them to deal with enquiries efficiently and effectively by using this communications hierarchy

Local Contacts: write in your telephone numbers:

The School's Community Constable:
The Crime Reduction Officer:
The School Youth Liaison Officer:
The Local Police Station:
or ring :

**IMPORTANT:** Always dial 999 if immediate assistant is required in an emergency.

#### References

*Dealing with Troublemakers* - DfES and Home Office - Ring binder issued January 1998 Guidelines on Drug Education and Response - Security Section of Manual

#### Contacts

DEHSSA - (see 'Contacts List' in the Devon Education Health and Safety Manual)

## PRECAUTIONS IN SEVERE WEATHER CONDITIONS

Extreme weather conditions, such as very high winds, blizzards, torrential rain, heat waves and freezing conditions, may cause danger and disruption to staff and pupils. Although infrequent in the South West, these conditions are foreseeable and therefore schools should have contingency plans in place to reduce the dangers and disruption to staff, pupils and others using the site.

The following list of considerations will assist schools to assess the risks and review such plans:

#### TRANSPORT

Transport is often the first activity to be disrupted in severe weather.

- 1 Will staff and pupils be able to get to school and home again safely and on schedule?
- 2 What arrangements do you have in place if transport cannot reach the school?
- 3 If staff are redirected from another school due to transport problems, how will you check their authenticity before they are given access to children?
- 4 Are there alternative feeding arrangements if meals cannot be delivered?
- 5 Will on-site vehicle routes and parking need to be reviewed to prevent damage to vehicles and danger to occupants?
- 6 Have you considered that in extreme weather conditions it may take much longer for the emergency services to reach your schools?
- 7 What procedures do you have for alerting parents about emergency school closure?

#### PREMISES

- 1 Have you adequate supplies of grit and salt to treat icy paths and are warning notices available?
- 2 Are trees regularly inspected for weakness or damage that may cause danger in high winds?
- 3 Will any buildings need to be evacuated in high winds because of their condition/location or if snow accumulates on roofs?
- 4 Will this disrupt meal provision or curriculum delivery? If so, what will you do?
- 5 Is there adequate shade to protect pupils from the sun and have they been warned about the dangers of prolonged, unprotected exposure?
  - 6 Are barriers or cordons available to prevent access to parts of the site made dangerous by flooding, ice, high winds etc?
  - 7 Will certain activities need to be prohibited, such as the use of ladders in high winds?
  - 8 How will you deal with loss of power or other main services?
- 9 Are measures in place to prevent pipes freezing in low temperatures?

#### WORKING ENVIRONMENT

- 1 Are heating systems regularly serviced and maintained? You should have a log of contractors' visits (organised by Devon Surveyors Practice).
- Can comfortable temperatures be maintained inside school buildings?
   (see WORKPLACE Temperatures Devon Education Health and Safety Manual for more details).
- 3 Are thermometers available to monitor room temperatures?
- 4 Are there enough blinds/curtains and opening windows to provide shade and ventilation in hot weather? Will fans be needed to improve ventilation?
- 5 How will you manage the increased security risk when doors and windows are opened in hot weather?
- 6 Can an alternative timetable be arranged should a prolonged heat wave occur?
- 7 Can doors that may cause danger in high winds be safely secured or taken out of use? *Note:* care needs to be taken to ensure adequate fire escape routes are always available while the building is occupied.
- 8 Are you aware of the limitations on the use of temporary portable heating appliances? (see Fire Precautions Guide and Log).

#### CONCLUSION

Obviously in the interests of pupils' education every effort should be made to keep schools open, but in extreme conditions it may be necessary to close part or all of the premises in the interest of staff and pupil safety.

This is not an exhaustive list of issues and it is important that each school considers other 'what if?' scenarios in light of local circumstances.

Although this guidance is aimed at schools, other EAL establishments will find relevance in some of the questions posed.

#### References

WORKPLACE - *Temperatures* - Devon Education Health and Safety Manual EMERGENCY PLANNING - Various References; Devon Education Health and Safety Manual FIRE PRECAUTIONS GUIDE AND LOG - Various References; Devon Education Health and Safety Manual

THERMAL COMFORT IN THE WORKPLACE - Guidance for Employers HSE 1999

#### Contacts

DEHSSA - (see 'Contacts List' in the Devon Education Health and Safety Manual) Devon Property Practice - your Local Building Surveyor DCC Emergency Planning Unit

### **STAFF CONSULTATION**

#### 1 Why is Consultation Important?

Consulting employees on health and safety matters is very important in creating and maintaining a safe and healthy working environment. By consulting, managers can motivate staff and make them aware of health and safety issues and reduce the number of accidents and work-related illnesses. By law, employers must consult all of their employees on health and safety matters. In the Directorate this means the person in control or in charge should consult staff under his/her control.

#### 2 What does Consultation on Health and Safety Involve?

Consultation involves not only giving information to staff, but also listening to and taking account of what staff say before making any health and safety decisions.

If a decision involving work equipment, processes or organisation could affect the health and safety of staff, the manager must allow time to give the employees or their representatives information about what is proposed. The manager must also give the staff or their representatives the chance to express their views, then the manger must take account of these views before reaching a decision.

#### 3 What should Consultation be about?

Consultation with staff must be carried out on matters to do with their health and safety at work, including:

- any change in, or new procedures for use of, equipment and new ways of working which may substantially affect their health and safety at work;
- the manager's arrangements for getting competent specialists to help him or her satisfy health and safety laws;
- the information that staff must be given on the likely risks and dangers arising from their work, measures to reduce or remove these risks and what they should do if they have to deal with a risk or danger; and
- the planning of health and safety training.

#### 4 How should Consultations take place?

At local level managers should consult *all* staff. This includes both safety representatives (if any) appointed by trade unions and staff not in unions. **It is a legal requirement to consult**.

The Education Health, Safety and Welfare Committee is the main vehicle for consultation at County level. At this termly meeting the LEA is represented by DEHSSA and Education staff represented by the recognised trade unions and professional associations. Minutes are published in *Safety Extra*. Consultation also takes place through *ad hoc* working parties and shared agenda items at other first committees.

#### References

This note is based upon the Health and Safety Executive free publication INOG232 9/98 Consulting Employees on Health and Safety : A Guide to the Law Manual - Safety Committee

Safety Representatives

Contacts

DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual)

### Risk Assessment for Staff Experiencing Stress Arising out of Work or Personal Circumstances with the Potential to Affect Work

There is a Corporately produced form, PD35, to be completed by an employee and his/her manager, when the employee may be suffering from stress. Its aim is to identify the hazards and appropriate preventative and support measures to facilitate staff well being at work.

Prior to meeting to undertake the assessment both the manger and member of staff should read the Corporate Policy and Practice Guidance on the Management of Stress. All documentation is available on : <a href="http://www.devon.gov.uk/private/corporate/policy/hr/health/redstress/homepage.shtml">www.devon.gov.uk/private/corporate/policy/hr/health/redstress/homepage.shtml</a>.

This includes: Guidance

Policy Strategy An Individual's Stress Checklist A Manager's Stress Checklist Stress Gauge Stress Fact Sheets

- Purpose and background
- Web sites
- Support Services
- Thinking errors
- Check your thinking
- Relaxation
- 10 steps managers can take
- Emergency technique
- Quick relaxation SOS

Normally Corporate forms are customised by the EAL Directorate to make them more relevant and user friendly. Until such time as this is possible, the Corporate version should be used. It can be downloaded from: www.devon.gov.uk/private/corporate/policy/hr/health/forms/pd35.doc.

#### **References:**

- Managing Work Related Stress : A Guide for Managers and Teachers in Schools (HSE, 1998)
- Tackling Work Related Stress : A Managers' Guide to Improving & Maintaining Employee Health & Well Being, HSG218 2001; HSE Books, ISBN 7176 2050 6

#### **Contacts:**

Peter Nash, Primary Heads Support Adviser - Tel: 01579 347950 DEHSSA - (see Contacts List in the Health & Safety Manual) Alison Hall, Stress Counselling Service, Personnel and Performance, County Hall (Tel: 01392 383277)

### **CONFIDENTIAL**

Form PD 35



DEVON COUNTY COUNCIL

### **Risk Assessment for Members of Staff Experiencing Stress Arising Out of Work or Personal Circumstances with the Potential to Affect Work**

This form is to be completed either when a member of staff notifies his/her manager that s/he believes s/he is suffering from stress or when a manager believes a staff member may be suffering from stress. The stress may have arisen because of work or personal difficulties but may be relevant because of the potential to impact upon his/her work. The aim is to identify both the hazards and the appropriate preventative and support measures to facilitate staff wellbeing at work. This form should also be completed following any absence from work that could be stress related or where returning to work may result in a potentially stressful situation for the member of staff. This should be dealt with as part of the return to work discussion. (See Managing Sickness Absence Policy.)

Prior to meeting to undertake the assessment, both the manager and member of staff should read the DCC Policy and Practice Guidance on the Management of Stress. In addition, full consideration should be given to all current risk assessments relating to the member of staff's role/workplace. The form should be used to document the assessment and to detail how the situation can be best managed, as well as arrangements for review. The form should be completed by the manager, together with the member of staff, and any differences of views documented. Discussion should also be held to decide what and where information relating to the assessment should be shared. A copy should be given to the member of staff and the original retained on the person's local personnel file held by the manager.

It may be beneficial for the member of staff to involve and get advice from his/her Trade Union safety representative. If it is the member of staff's wish, this form is to be made available to his/her Trade Union Safety Representative.

June 2002

Name:	
Directorate / Section:	
Job Title:	
Date of Assessment :	05/04/05
Manager :	

(continued)

POSSIBLE SOURCES OF STRESS	IDENTIFIED RISKS / IMPLICATIONS	RISK: low, med, high	EXISTING CONTROLS	ADDITIONAL MEASURES TO BE TAKEN (with timescales)	PERSON RESPONSIBLE/ DATE FOR ACTION
(1) NATURE OF WORK/ JOB DESIGN					
(eg, volume of work, tasks inappropriate to ability, too much/little variety, unrealistic deadlines, too much/little supervision, lack of control, lack of breaks, specific risks associated with role, ie dealing with particularly challenging behaviour from service users, driving. SPECIFY:					
(2) ACCOMMODATION/ ENVIRONMENT					
(eg lack of/poor light, space, temperature, equipment, hygiene, ventilation, catering/rest facilities, parking, noise, overcrowding, isolation) SPECIFY:					
(3) RELATIONSHIPS					
(eg clashes of personality/ working styles, discrimination, bullying or harassment, poor communication, impersonal treatment, unrealistic expectations)					
SPECIFY:					

POSSIBLE SOURCES OF STRESS	IDENTIFIED RISKS / IMPLICATIONS	RISK: low, med, high	EXISTING CONTROLS	ADDITIONAL MEASURES TO BE TAKEN (with timescales)	PERSON RESPONSIBLE/ DATE FOR ACTION
(4) RESOURCING					
(Resourcing issues that are posing problems upon the worker doing their job, eg time constraints, unmet training needs, equipment and budget shortfalls)					

<b>RECORD HERE DETAILS</b> <b>ADJUSTMENTS:</b> (Review					ed
<b>ADJUSTMENTS:</b> (Reviews should be carried out initially on a monthly basis until agreement is reached between both parties to reduce frequency or that the risk of stress arising out of work or affecting work is no					
longer significant.)	to nequency of that a		liebs anising out of wor	a of allocaling work is	
longer significanti)					
SPECIFY:					
(5) PERSONAL					
(Including boolth and					
(Including health and disability issues, as well as					
any problematic life events or					
circumstances that may be					
affecting ability to cope)					
SPECIFY:					
Any other hazards or					
concerns:					
concerns.					
SPECIFY:					
Si Len I.					

<b>RECORD HERE ANY DIFFERENCE OF VIEWS ABOUT THE ASSESSMENT:</b>
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Signed: Manager		Date:	
Signed: Member	of Staff	Date:	
Signed: Trade Un (as necess	ion Safety Representative ary)	Date:	

# **TECHNOLOGY WORKSHOPS**

### **DUST EXTRACTION SYSTEMS**

Staff in Technology Workshops should be aware of the need to check regularly the dust extraction systems under their control. The systems need to be inspected and tested at least every 14 months under the requirements of the Control of Substances Hazardous to Health Regulations 1988, to ensure that they are going the job that they are designed for.

Regular in-house monitoring also needs to be carried out, eg:

- is there a system for emptying the hoppers into which the dust is fed?
- if so, does this take account of high frequency use when the dust collection hoppers may need emptying more often?
- is a log kept of maintenance to the machine?
- are operating instructions available?
- is the amount of static dust building up on the outside of the system monitored and regularly removed ie is the cleaning specification adequate for the area?

It should be noted that similar procedures are required for all local exhaust ventilation systems which are designed to protect staff and pupils/students from harmful substances.

Particular care also needs to be taken if re-cycled timber is being used since it may be wood not normally used because of harmful dust or contain harmful substances.

#### Contacts

DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual) Adviser for Design and Technology

### <u>SAFETY IN</u> FOOD TECHNOLOGY

For **Secondary Schools**, the LEA adopted the National Association of Teachers of Home Economics safe practice guidelines, entitled *Safety in Technology, Food and Textiles* in 1993. This can be supplemented on specific issues by reference to the LEA's Technology Advisers or DEHSSA officers - see Contacts Lists.

For **Primary Schools** (Key Stages 1 & 2) the Association for Science Education document *Be Safe*! has been adopted as the LEA's safe practice guidelines and there is also guidance in *Make it Safe* produced by the National Association of Advisers in Design and Technology. As above, further guidance on specific issues should be sought from the LEA adviser or DEHSSA officers.

Schools should refer to the information on the Gas Appliance Regulations to establish what maintenance checks are required on various pieces of equipment. It is hoped that a school's inspection and maintenance of portable electrical equipment contract already covers a full inventory of Food Technology equipment but this should be checked. Particular care is needed in food technology areas with use of cables near hot surfaces and this should be dealt with as part of the curriculum area risk assessment as, indeed, should the use of overhead power sources, where they still exist.

#### References

Safety in Technology Food and Textiles (NATHE 1993) Food Safety Guidelines - Home Economics (Devon LEA BR99 1989)

#### Contacts

DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual) Gillian Browning, County Adviser for Design and Technology (01392 384361) (Fax 01392 384880), based at Devon Curriculum Services, Great Moor House, Bittern Road, Sowton, Exeter EX2 7NL

# **DESIGN TECHNOLOGY**

In 1993 the LEA produced and circulated to all secondary schools **The Management of Health and Safety in Secondary School Technology Workshops** which contains information about training, maintenance of machinery, risk assessment, etc. This document should no longer be regarded as the principal policy statement of the LEA, but only consulted as a secondary source of guidance and information. The LEA has adopted as part of its policy, for all educational establishments, the advice and guidance contained in:

- British Standard 4163: 2000 Health and Safety for design and technology in schools and similar establishments Code of Practice
- Health and Safety Training Standards in Design and Technology, TTA and DATA
- Model Risk Assessment for Technology in Secondary Schools (CLEAPSS) Part 1
- Risk Assessment in Secondary School **Design and Technology**, Teaching Environments, Health and Safety Guidance Revision 2000

Primary schools were initially directed towards the ASE's **Be Safe!** for Key Stages 1 and 2 Technology health and safety guidance (as well as for Science). However, it is felt that some advice for Technology was inadequate and schools were subsequently advised to follow advice in the publication from the National Association of Advisers and Inspectors in Devon Technology, **Make it Safe.** This has been supplemented by a Devon safety guidance text for primary schools to supplement the LEA's existing booklets (see below).

#### **OTHER REFERENCES**

*Policy Statement on Design and Technology in all Education Establishments* BR84 Revision 2001 (see Volume 2)

Providing a Basic Tool Kit for Design and Technology Key Stages 1 & 2 (Devon LEA 1995) Planning a Scheme of Work for Design and Technology Key Stages 1 & 2 (Devon LEA 1995) Tools for Sheet Materials and Structure in Design and Technology Key Stages 1 & 2 (Devon LEA 1995)

*Make It Safe!* (NAAIDT) QCA material

#### CONTACTS

DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual) Gilly Browning, County Adviser for Design and Technology, Great Moor House, Exeter, Tel: 01392 384361

### MOBILE TELEPHONES AND THEIR BASE STATIONS

#### 1 Policy

The County Council's policy is to follow the advice of the Stewart Report published in May 2000 and the National Radiological Protection Board. Governing Bodies and Headteachers/Principals should always seek advice from the Devon Property Practice before considering requests to allow base stations to be located on property under their control. The LEA, as landlord, must be consulted prior to any agreement being entered into. Remember, governing bodies should seek advice before entering into legal agreements which affect County Council property.

#### 2 What is a Mobile Telephone Base Station?

Mobile telephone base stations are low power radio transmitters with antennae mounted on either metal towers or buildings. Radio signals are fed through cables to the antennae and then launched as radio waves into the area around the base station. Radio waves are made up of electric and magnetic fields. The strength of the field can vary depending upon total radiated power, the pattern, (narrow beams contain stronger fields) and the distance from the antennae.

#### 3 Human Exposure

Mobile phones and their base stations transmit and receive signals using electromagnetic waves (radio waves). When radio waves pass through the body, some of the energy is absorbed, eg mobile phone handsets are used close to the body and some of the radio waves are absorbed by the head of the user. Scientists have concluded that the present generation of handsets comply with current exposure guidelines.

The amount of energy absorbed by the body depends upon the frequency of the radiation.

#### 4 Health Effects

The Stewart Report (May 2000) produced by the Independent Expert Group on Mobile Phones (IEGMP), considered concerns about health effects from mobile phones, base stations and transmitters. They conducted a rigorous and comprehensive assessment of existing research and gathered a wide range of views.

In respect of base stations, the report concludes that 'the balance of evidence indicates that there is no general risk to health of people living near to base stations on the basis that exposures are expected to be small fractions of the guidelines. However, there can be indirect adverse effects on their well-being in some cases'. They also say that the possibility of harm cannot be ruled out with confidence and that the gaps in knowledge are sufficient to justify a precautionary approach.

#### 5 Children's Use of Mobile Phones

As part of the precautionary approach the IEGMP recommend that the widespread use of mobile phones by children, aged 15 years and under, for non-essential calls should be discouraged. This is because if further research does discover health risks, that age group will be more vulnerable than adults because their nervous systems are still developing. Also because they have smaller heads, thinner skulls and higher tissue conductivity, children may absorb more energy from a mobile phone than adults. The effectiveness of hands free kits in reducing the level of radio wave energy received by the body is still uncertain and further research is being carried out.

When considering policies on the use of mobile phones schools should following this precautionary approach, and in particular:

- ★ limit use by under-16s to short essential calls only
- ★ recognise that there may be circumstances where the use of a mobile phone by a child can promote personal safety, for example enabling them to call for help in an emergency

#### 6 Base Stations on or near School Sites

Again a precautionary approach is advocated by the Stewart Report. Although the report does not suggest that existing base stations should be removed, it does recommend that the 'beam of greatest intensity' from the base station's antenna should not fall on any part of the school site without agreement from the school and parents. Base station operators have agreed to supply information on beam intensity to schools, and/or parents. If there is major concern the operator should be asked to adjust the antenna. This will apply to existing and new base stations.

To gather more information on possible health effects a sample audit of base stations is being carried out by the Radiocommunications Agency (RA). (See RA Audit website : <a href="http://www.radio.gov.uk/">http://www.radio.gov.uk/</a> for more information). The Department of the Environment, Transport and the Regions (DETR) is also considering possible changes to planning legislation in relation to new base stations.

#### 7 Other Considerations

Apart from the health effects, if people touch metal objects near high power transmitters they may receive burns, a general risk assessment should be carried out prior to installing radio masts on school buildings or sites. Preventing unauthorised access to masts must be an important consideration.

#### References

DfES web page: <u>http://www.dfes.gov.uk/a-z/mobilephones.html</u> NRPB 'At a Glance Services' *Radio Waves* and NRPB's Home Page on <u>http://www.nrpb.org.uk</u> Department of Health leaflets *Mobile Phones and Health and Mobile Phone Base Stations and Health* both issued on 8 December 2000 and available on DOH web page: <u>http://www.doh.gov.uk/mobilephones/</u>

#### Contacts

National Radiological Protection Board Chilton Didcot, Oxon OX11 0RQ Tel: 01235 831600 Fax: 01235 833891 DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual) Devon Property

# POLICY ON THE SAFE USE OF MOBILE PHONES BY DRIVERS

Legislation came into force on 1 December 2003 making it illegal to use a hand-held mobile 'phone while driving.

From 1 December 2003, motorists will be fined £30 if caught driving while using a hand-held mobile 'phone. The £30 fixed penalty can be increased to a maximum fine of £1,000 if the matter goes to court (£2,500 for drivers of lorries and buses).

The Government is also planning to legislate so that drivers using a hand-held mobile will get three points on their licence each time they are caught. Employers may also be prosecuted if they ask employees to use a hand-held mobile while driving.

Drivers using hands-free devices risk prosecution if they fail to maintain proper control of their vehicle or drive carelessly or dangerously.

### THE SAFE USE OF MOBILE TELEPHONES BY DRIVERS <u>POLICY</u>

Devon County Council recognises and accepts its responsibilities in respect of the safety and health of all its employees, as required by legislation and the common law duty of care. The Council instructs all employees driving on county business to comply with the <u>Road Traffic Act</u> and <u>Regulations</u> <u>extending from the Act</u> and there fore not use a hand-held mobile 'phone when driving. Employees are also expected not to use a hands-free phone while driving on County business.

Contravention of these rules will be regarded as a serious disciplinary matter.

If a driver needs to receive or make calls in the course of a journey the 'phone must be switched off and a voicemail or messaging facilities utilised. If you do receive a call on a mobile 'phone, or need to make a call during a journey, you must find a safe place to park the vehicle and <u>switch off the</u> <u>engine and remove the key</u> then make or receive the call. This should not be on a motorway or hard shoulder.

Responsibility for the safe control of a vehicle always rests with the driver.

Turn off mobile 'phones in service stations and where there may be flammable gases or vapours.

#### EQUIPMENT

Staff who may need to be contacted while they may be driving will be provided with an appropriate messaging facility. All 'phones purchased after 7 June 1999 should have such a facility; any existing non-compliant equipment should either have been removed or up-graded.

#### **DRIVER RESPONSIBILITIES**

Responsibility for the safe control of a vehicle always rests with the driver.

Drivers must not make or receive calls unless they are stopped in safe place. If use of a 'phone (or other activity) causes the driver to drive in a careless or dangerous manner, the driver could be prosecuted. The penalties include an unlimited fine, disqualification and up to 2 years imprisonment.

A set of commonly asked questions, with answers, and a Legal Responsibilities Flowchart can be found on the Corporate Website at:

<u>www.devon.gov.uk/private/corporate/policy/hr/health/mobiles/faq.shtml</u> but you may need to exit the H & S site because of the need to exit from the secure area you are now in. You can go direct to the Homepage from here and then select the Frequently Asked Questions option from the left-hand menu www.devon.gov.uk/private/corporate/policy/hr/health/mobiles/homepage.shtml

#### References

The Regulation that underpins this Policy is the Road Vehicles (Construction and Use)(Amendment) (No 4) Regulations, 2003 which came in to force on 1 December 2003 The Highway Code

#### Mobile Phones and Driving

Frequently asked Questions. Department of Transport. www.dft.gov.uk/groups/dftrdsafely/documents/paye/dftrdsfely025216.hesp

#### Contacts

DEHSSA - (see 'Contacts List' in the Devon Education Health and Safety Manual)

### **INDUCTION TRAINING**

#### Why do Induction Training?

The simple answer is that if we do not want anyone to become ill or be hurt by coming to school then we must start somewhere. Also the Management of Health and Safety at Work Regulations 1992 requires that employees, on being recruited, receive adequate health and safety training during working hours. A suitable induction programme should help to develop in employees a strong sense of the positive Health and Safety culture of which they are now part.

#### What should a Health and Safety Induction Programme include?

The things to be included are:

- (i) The school's Health and Safety and Security policies, which should clearly state the organisation and arrangements that will obtain for each employee's workplace, in conjunction with the Director of Education's and the County Council's health and safety policy statements and how the individual's work activities fit into them. This should stress that individuals are responsible for their own health and safety as well as that of others who may be affected by their actions or omissions. It may be necessary to remind them of the rules they should follow and that it is a breach of disciplinary procedure not to do so.
- (ii) Fire evacuation procedures what the alarm sounds like, what to do when the alarm sounds, evacuation procedures, assembly points and how people are accounted for once evacuated.
- (iii) Other emergency procedures eg a security alert, gas leak, medical emergency.
- (iv) Reporting of accidents/incidents procedures both locally and to the LEA and HSE.
- (v) First Aid arrangements including information sent home to parents.
- (vi) Administration of medicines procedures and appropriate forms.
- (vii) Arrangements for local risk assessment.
- (viii) Welfare provision including toilets, washing facilities, food cooking and eating facilities, counselling availability, health checks, etc, plus the local policy on smoking.
- (ix) From whom advice/guidance should be sought eg teachers from the head of department, heads of department from their headteacher, headteacher from the LEA.
- (x) The names of the school's Health and Safety Co-ordinator and his/her role and that of the Union's health and safety representative where there is one. This could also include how health and safety matters are dealt with by the school's management including the role and responsibility of governors.

- (xi) Where use of machines or equipment requiring training is involved, this should take place as soon as possible on the commencement of employment. Where new machines or equipment are required to be used by existing employees, training would also be expected to be given in the new process. This might occur, for example in the Design and Technology Workshop, where appropriate training would be essential. In the same area of induction, staff should be made aware of what equipment they are permitted to PLUS that which they are prohibited from using and under what circumstances.
- (xii) Any safe systems of work existing on the site should be detailed, ie isolating mains electricity systems when work is being done, etc.

It is important that local management also recognises that there is likely to be a continuing training need at appropriate points in anyone's career because:

- we forget repetition helps to reinforce or refresh memory;
- of changes in the job or in the rules applying to it (the need for updating);
- management should show its commitment to a strong health and safety culture through structured training for staff development;
- it encourages ownership of the policy from the workforce.

There should be a facility for feedback to management so that any wrinkles in the existing induction training/policy can be identified. It also puts an obligation on the person receiving the feedback to take action.

#### Contacts

DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual)

### HEALTH AND SAFETY TRAINING RECORDS

#### Why Training Records?

It is the employer's responsibility to offer health and safety training to employees '..... on their being recruited into the employer's undertaking and on their being exposed to new or increased risks ....' either because of their being transferred or given a change of responsibilities, or the introduction of new or changed work equipment, or new technology, or a new system of work. (Management of Health and Safety at Work Regulations 1992, Regulation 11). The LEA, as the employer, meets this responsibility by offering various courses centrally - in Aided schools this is usually done via staff following courses provided courtesy of the LEA. Local delegated responsibility for day-to-day management of health and safety (from the Director of Education) means that Heads and Governors must also accept responsibility for identifying and providing training and recording it appropriately. It is also noted in the Regulations that the training 'shall be repeated periodically, where appropriate' to ensure continued competence. In some cases, eg First Aid training, the period for revision training is laid down in Regulations.

It is an obvious ramification that documents relating to employees' health and safety training should be held, as well as those providing information and instructions to employees. This should be nothing new for schools as it is likely that some form of records are currently being maintained. **However, in the light of reforms to the procedures for dealing with compensation claims which come into force in April 1999, it is even more essential that your existing training record system is reviewed and, if necessary, updated, since the existence of accurate training records could prove to be of vital importance in the pursuit and/or defence of any claim for compensation.** 

There should be two types of record in existence:

- one should be personal to each employee and kept in their personal file;
- the other should be part of the overall Health and Safety management plan/school's improvement plan giving evidence that planning how to meet training needs, as a whole, takes place. Obviously this must depend on methods to identify training needs being in place and identifiable.

#### What should a Training Record Contain?

A sheet for an **individual staff member** might be headed '*Staff Training History*' and have a separate sheet attached for a '*Health and Safety Record*'. This will obviously need to contain **personal information** such as:

Name Position Date Employment Commenced Place of Employment/School Name (this will need considerable space as people will move around and need to take the record with them) Then the form itself should show the following:

Name of Course Course Provider/Tutor Date Attended Standard Achieved Certificate Awarded (say, tick or cross) Refresher Training Due

A model is attached.

#### **Specialist Training Records**

In existence already, in **Safety in Secondary School Workshops**, is **Appendix 1 : Staff Qualifications** which is a good model for a specialist training record. It outlines the range of machinery that staff need to be trained on, when the training was received, when it will be needed (new or update) and the date of certification. The LEA is currently conducting a skills audit to establish, County wide, what training courses are needed and this form will be instrumental in identifying these.

#### References

The Management of Health and Safety at Work Regulations 1992 (HSE 1992) The Management of Health and Safety in Secondary School Technology Workshop (Devon LEA 1993)

#### Contacts

DEHSSA - (see 'Contacts List' in the Devon Education Health and Safety Manual)

### HEALTH AND SAFETY RECORD

#### STAFF TRAINING HISTORY

STAFF MEMBER	
Signed by:	
Name ( <i>in capitals please</i> ):	
Position:	
Date employment commenced:	

Course	Organiser	Date	Standard Achieved	Certificate Awarded	Refresher Training Due

# DISPOSAL & RECYCLING OF COMPUTERS AND OTHER WASTE ELECTRICAL & ELECTRONIC EQUIPMENT

The LEA has negotiated a contract for disposal of waste electrical and electronic equipment which will be collected and recycled. The contract is operated by Cleanaway Ltd

Waste Electronics Recycling Facility Unit 6 Walton's Road Bushe Hertfordshire WD23 2NJ

Cleanaway will collect **larger quantities of redundant IT equipment** from any customer location. In order to transport the equipment safely, it is required to be securely stacked onto pallets or secured within wheeled cages that Cleanaway can supply on request. Packing requirements are similar for both and precise details are contained in the contract. **Contact: Kelvin France on 01923 246731 or Fax: 01923 246448.** 

On collection, the company allows up to ½ hour to load their vehicle, but if you require a packing service by them or should loading exceed this limit, then a charge will be applied (£46 per man hour/part hour). Cleanaway operatives will shrink wrap and band the items on collection making them secure for transportation. The costs are currently as follows, per site:

advanced delivery of wheeled cages/pallets

- £75 delivery per site
- £5 per cage per week rental (a charge of £200 will be leved for each lost or damaged cage)

collection/sorting/logging/recycling

- £196 per collection, first pallet
- £146 per subsequent pallet of or including CRTs (monitors)
- £96 per subsequent pallet not including CRTs (monitors) (for equipment presented stacked on pallets not exceeding 1metre in height)

#### WASTE DISPOSAL Computers /2

labour and excess loading time (if required)

• £46 per man hour

outbound sales credit

• 40% of resale value

Equipment is removed to a secure recycling facility where a 'discernment' process is undertaken.

For functional items suitable for refurbishment and resale, the process of testing and upgrading is undertaken. Data security is maintained by utilising specific irradication software that overwrites all sectors on the hard drive with check-data, completely obliterating previous data, including any licensed software. There is no British Standard for data irradication, but our process satisfies protocols developed by the United States Department Defence for data erasure, and £1million guarantee can be provided.

For such equipment a report is generated once items have been received and the sorting/logging/recycling process completed. This supplies an asset register where make/model and serial number, together with any customer tag number can be recorded. A credit of 40% of the retail figure for equipment sales is then allocated to you the customer, an order number being issued immediately to allow an invoice to be raised when deemed appropriate.

For equipment not suited to refurbishment, a manual dismantling process is undertaken. Subassemblies and materials are segregated for recycling, and a 'mass-balance' report is produced indicating the total weight of equipment received, and the weight of the component materials generated from our manual dismantling process.

Where possible these materials are dispatched to licensed recycling facilities 'eg aluminium, copper, circuit boards, cabling, etc'. For materials unsuited to recycling (eg contaminated plastics) disposal to licensed landfill is employed for appropriate recycling routes become available for these materials, they will be employed.

Where hard drives are identified as suitable for re-sale, the data irradication procedure will always be employed. Where hard drives are unsuitable for re-use they are shredded prior to dispatch for smelting and precious metal recovery.

Credits generated from materials recovery and re-sale will be credited at 40% of material value, net of labour costs incurred in the dismantling process, as detailed upon a mass balance report that will be provided.

**For smaller quantities of redundant IT equipment** costs for collection will be based upon a 'per item structure' as follows:

- £10 per monitor
- £7 per PC box
- £5 per desktop printer
- £1 per keyboard
- £1 per mouse
- £46 per hour/part hour after the first  $\frac{1}{2}$  hour on site labour

All prices exclusive of VAT.

Collections for these need to be co-ordinated by Mark Benzin, if you subscribe to Client Support, Trade Waste Section on:

 Tel:
 01392 382043

 Fax:
 01392 382841

 Email:
 mark.benzin@devon.gov.uk

or ScoMIS on 01392 385300 if you do not subscribe to Client Support.

### DISPOSAL OF CONTROLLED WASTE

Since the introduction of the Environmental Protection Act of 1990, a duty of care that is applicable to all waste producers has existed. The duty of care calls for the producer of the waste to be responsible for its fate even after it has left their control. The duty of care requires that the producer transfers the waste only to an authorised person (a registered waste carrier or licensed contractor) and that a description of the waste must accompany the consignment.

#### What is Controlled Waste?

The Courts have consistently found that waste is defined by those producing or discarding it.

If the answer is Yes to any of the questions below, the material should be classified as waste.

- (a) Would the material/substance be normally described as waste?
- (b) Is it considered to be scrap material?
- (c) Is it being disposed of or treated as waste?
- (*d*) Is it an effluent?
- (e) Is it a surplus substance?
- (f) Is it being discarded because it is broken, worn out or otherwise unfit for its intended use?

Normal domestic type waste can be disposed of through normal waste collection methods. If, however, any specific waste that could be classified as hazardous because of its nature or handling requirements is identified, it must be disposed of using specialist contractors. If the waste fits into the category, the following points should be considered:

- (a) Does the waste require a special container (to prevent its escape, contact with the air or because it contains sharps)? What material should the container be made of? What <u>type</u> of container is best suited for the specific purpose?
- (b) Can the waste be mixed with other substances/materials?
- (c) Can it be disposed of by incineration? Do any special requirements apply, eg minimum combustion temperature or specific time limitations to ensure safe incineration?
- (d) Is it suitable for disposal in a landfill site?
- (e) Can it be crushed and safety transferred between vehicles?

Sometimes it is not only the type of waste that can cause problems in its disposal, but also the quantity of waste. Therefore, anything unusual in waste has the potential to cause problems.

Client Support Services have negotiated a series of contacts for the disposal of waste which has specific associated hazards. These contacts include the disposal of clinical type waste, chemicals and fluorescent light tubes.

A transfer note is to be completed and kept by both the consignor and the waste carrier and kept for two years. This is a requirement of the Environmental Protection (Duty of Care Regulations) Regulations 1991).

The transfer note should contain details of:

- $\star$  the quantity of waste
- ★ how it is packed (if it is in a container, the type of container used)

There must also be a description of the waste which can be included as part of the transfer note or as a separate document. This should highlight any special problems, requirements or knowledge. It should also include the following:

- $\star$  the type of premises from which the waste originates
- $\star$  the name of the substance or substances
- $\star$  the process that produced the waste
- $\star$  a chemical and physical analysis

The description must include sufficient information to enable other holders of the waste to avoid mismanaging it.

#### Contacts

DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual) Client Support Services - for details of contacts for collection of waste with specified associated hazards

### WATER SUPPLY TO SCHOOLS

Schools are reminded of the following points of good practice in relation to WATER SUPPLY:

- Water should not be drawn from storage tanks for drinking or cooking purposes. Sinks used for food preparation must be connected to the mains cold mains supply
- 'Not Drinking Water' labels should be used to mark the appropriate taps to alert pupils. If in doubt seek advice from Devon Property who will advise if water is drinking or non-drinking water from the taps in question.
- A hot water supply should be available

If the school decides to carry out a locally-funded project to provide a Food Technology area, consultation should take place with the Devon Education Department and Devon Property to ensure that the proper specification is provided for the work and that any financial ramifications are resolved in good time (this might mean at least 12 months in advance of the work to arrange for the money to be included in the appropriate year's budget cycle).

#### **Reference:**

Legionella: Devon Education Health and Safety Manual

#### Contacts

Food Technology advice should be sought from the appropriate curriculum advisers Buildings advice from Devon Property Other general health and safety advice from DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual).

### THE PROVISION AND USE OF WORK EQUIPMENT REGULATIONS

Education establishments must ensure that work equipment - such as overhead projectors, circular saws, photocopiers, laboratory equipment, hammers, hand saws, fume cupboards and computers - is safe and used safely. The law is contained in the 'Provision and Use of Work Equipment Regulations' (PUWER) 1998 which have replaced the PUWER 1992. The definition of work equipment is very wide and is 'any machinery, appliance, apparatus, tool or installation for use at work'. 'Use' is defined as 'any activity involving work equipment, including starting, stopping, transporting, repairing, modifying, maintaining, servicing and cleaning'.

To comply with the law, establishments should ensure that equipment is suitable for its purpose and used in accordance with the manufacturer's/supplier's instructions (use the guidance in publications such as BR84 - see reference section below - to help you). **Equipment must be maintained and records kept.** Ensure that adequate training and information is given to staff who are involved with specific risks, eg woodworking machinery, trampolines, lasers, gang mowers and portable electrical equipment.

When purchasing new equipment, ensure it complies with the Regulations and all relevant European Standards - Devon Purchasing will advise. Please note second-hand and hired equipment must also comply with the relevant requirements of these Regulations.

#### **Design and Technology**

Heads of Department in secondary schools should purchase a copy of the PUWER 1998 and ensure that machinery fully complies with the Regulations. Suitable and sufficient risk assessment must be done to cover the use, environment and users of the equipment.

#### References

The Management of Health and Safety in Secondary School Workshops (BR84) - Devon Education Safe Use of Work Equipment, Provision and Use of Work Equipment Regulations 1998 ISBN 0-7176-1626-6, available from HSE Books, Tel: 01787 881165, price £8.00

#### Contacts

Manual entry **RISK ASSESSMENT R**ecord **P**roduction/1 DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual) Devon Purchasing Appropriate Curriculum Advisers

### **EMPLOYERS LIABILITY INSURANCE**

If your school hosts people on work experience (adults or students) you may be asked for a copy of the Devon County Council Employer's Liability, if you are a Devon maintained school. <u>www.devon.gov.uk/eal/dgfl/manage.html</u> can be downloaded and displayed at Devon LEA establishments. See "Insurance – Certificate". Schools are covered under Devon County Council's general certificate.

Aided and Independent schools have their own certificates as they have to be individually named on theirs because of the different relationship with Governors/Trustees and the Diocese.

#### **Contacts:**

DEHSSA (see 'Contacts List' in the Devon Education Health & Safety Manual)

Devon County Council, Insurance Section, County Hall, Exeter (01392 382292)

## <u>GUIDELINES FOR</u> SCHOOLS/COLLEGES ON WORK EXPERIENCE IN DEVON

In January 1999, Devon's Directorate of Education, Arts and Libraries Committee approved a document entitled *Work Experience in Devon - Guidelines for Schools/Colleges*. This document was endorsed by the Directors of Education of Devon, Plymouth and Torbay - the first time a common document had been endorsed by the Authorities that formerly constituted Devon. The guidelines aim to further the quality of the experiences gained from the real world of work and to establish the endorsing Authorities' "duty of care" to the next generation of employable young people. They owe much to the work of Anthony Johns, author of *Work Experience and The Law*. Work experience co-ordinators are advised to use the document and the web update to extend their understanding of associated issues on : www.workexperience.co.uk.

The endorsing authorities also recommend the use of a 1998 document produced by the Qualifications and Curriculum Authority (QCA) entitled '*Learning from Work Experience*'. This should enable partners in education to improve their standard practice through regular reviews and evaluations.

These work experience guidelines combine legislation, guidance, experience, updates from practitioners and the accrued knowledge of Devon and Tamar Education Business Partnerships, working as work experience agencies.

The schools and colleges of the three Authorities are required to ensure the document remains current by:

(a) inserting revision material that will be provided by Devon Education Business Partnership, and

(b) keeping their own procedures

Revisions will be referenced and dated, and a registered person in each establishment will be recorded as the recipient.

It is important to note the GUIDELINES ARE <u>NOT OPTIONAL</u> FOR LEA SCHOOLS. Other schools are welcome to adopt them.

Revisions will be produced as regulatory bodies, including the Department for Education and Skills (DfES) make recommendations and records statutory orders, and the Health and Safety Executive (HSE) produces further guidance and information.

The contents cover:

- Section 1 The Work Experience Act and Insurance
- Section 2 Health and Safety, Restrictions and Medical Information
- Section 3 Health and Safety (Young Persons) Regulations 1997
- Section 4 Approval Procedures
- Section 5 Preparation for Work Experience and Contact with Pupils

Section 6 - Accident and Reporting Procedures

and three Appendices covering:

- 1 The Education (Work Experience) Act 1973
- 2 A Bibliography/Reference List
- 3 RIDDOR Reporting of Accidents

#### References

DfES 11/99:	Work Experience: A Guide for Employers
DfES 11/99:	Work Experience: A Guide for Schools
DfES 1997:	Improving Work Experience: A Good Practice Guide for Employers EG1G
HSE 1997:	Young People at Work: A Guide for Employers

Anthony Johns (1997) : *Work Experience and The Law* published by the Centre for Education and Industry - updates available on the internet : <u>www.workexperience.co.uk</u>

#### Contacts

DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual

The Devon Education Business Partnership Forth Floor, Queen's House Little Queen Street, Exeter EX4 3LJ Tel: 01392 215501; Fax: 01392 215348; Email: <u>devonedp@careers-cd.org.uk</u>

Individual School's Work Experience Co-ordinators

### HEALTH AND SAFETY INDUCTION FOR STUDENTS ON WORK PLACEMENTS IN SCHOOLS AND COLLEGES

Many schools have asked for advice on what should be covered with regard to Health and Safety when a work experience student takes up a work placement in a school. In many ways it is a similar list of things that you would offer to a supply teacher in the school because, for the purposes of the law, a work experience student counts as an employee. The students themselves come equipped with a list of things they need to find out and this should generally include some health and safety information. As a failsafe, the following induction checklist has been put together. It is provided with tick boxes so that you can actually photocopy it and mark off the areas covered - even, perhaps, give the student a copy for his/her records.

The school's **Health and Safety Policy** and what it actually means, ie who are the key safety people in the school (Safety Representative, H&S Co-ordinator etc) and what the student's personal responsibilities are. Give student a copy for reference, perhaps, along with any other relevant safety literature.

**Emergency evacuation arrangements** - could be for fire or other local emergency, eg a gas leak. Students needs to know what the fire alarm sounds like, where the fire evacuation notices are posted, what to do if they discover a fire, who calls the Fire Services, location of fire-fighting equipment (but only in a last resort should using this be considered) etc.

**First Aid Arrangements** - who the First Aiders are and where they and the boxes are located; how to make contact in an emergency and where the arrangements are posted. How treatment is recorded.

Accident Reporting Procedures - what local and HSE Regulations require

**Workplace Hazards** - eg machinery, hazardous substances, safe use of display screen equipment, lifting and moving items, general housekeeping procedures, eg safe positioning of trolleys and white boards etc, to avoid them being trip hazards, safe storage of materials and keeping the work area clean and tidy and, alongside these:

Use of Protective clothing, safety equipment, hygiene etc, where appropriate.

Any prohibited areas.

**Security policy and procedures** - what procedures the school uses to control access and how visitors are supervised (signing in, ID badges etc)

Any particular local anomalies.

Finally, check that the students understand the importance of following the health and safety rules and what might happen if they disobey them. Stress that if they are unclear about anything they should talk to their immediate supervisor in the school. Give them the name of the next in line, should that supervisor not be available.

#### References

Young People at Work (A Guide for Employers) HSE 2000 Be Safe!: A Guide to H&S in Training, DfES 1993

#### Contacts

DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual)

Education Business Partnership 4<sup>th</sup> Floor, Queen's House, Little Queen Street Exeter EX4 3LJ Tel: 01392 215501 Fax: 01392 215348 Email: <u>devonebp@careers-cd.org.uk</u>

# **WORK EXPERIENCE GUIDANCE**

The following new texts became available last year:

- <u>Work Experience</u> <u>A Guide for Employers</u> (DfES 1999)
- <u>Raising Standards</u> <u>Health and Safety on Work Experience</u> (DfES 1999)
- <u>Work Experience</u> <u>A Guide to Schools</u> (DfES 1999)
- Work Experience in Devon, Torbay and Plymouth Guidelines for Schools and Colleges (DEBP June 1999)
- <u>Managing Health & Safety on Work Experience</u> <u>A Guide for Organisers</u> (HSE 2000 HSG 1999)

In the light of updated guidance from the Health and Safety Executive, it is likely that the document produced by the Devon Education Business Partnership on behalf of Devon, Torbay and Plymouth will be reviewed and updated as appropriate within the next 12 months.

#### Contacts

DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual)

The Devon Education Business Partnership Forth Floor, Queen's House Little Queen Street, Exeter EX4 3LJ Tel: 01392 215501; Fax: 01392 215348; Email: <u>devonedp@careers-cd.org.uk</u>

### HEALTH & SAFETY (YOUNG PERSONS) WORK EXPERIENCE TRAINING PLACEMENT

A Corporate form, PO69, exists for completion by a departmental representative who is authorised to approve the placement of a young person (under 18 years of age) within their department, prior to a placement being taken up. This form or similar is required under the Health and Safety (Young Persons) Regulations 1997.

The form can be downloaded from : www.devon.gov.uk/private/corporate/policy/hr/health/forms/po69.doc

Schools and Colleges may well be using acceptable alternative documentation and procedures. They should be following the information contained in <u>Work Experience in</u> <u>Devon, Torbay and Plymouth - Guidelines for Schools and Colleges</u> (DEBP, June 1999) which is under revision.

#### **Contacts:**

Devon Education Business Partnership
 4<sup>th</sup> Floor, Queen's House, Little Queen Street, Exeter EX4 3LJ
 Tel: 01392 215501

- DEHSSA - (see Contacts List at the front of the Manual)



#### HEALTH AND SAFETY (YOUNG PERSONS) WORK EXPERIENCE / -TRAINING PLACEMENT

This form is to be completed by the departmental representative authorised to approve the placement of a young person (under 18 years of age ) within the department / section named, prior to a placement being taken up. A copy is to be given to the Organisation / Establishment requesting the placement so that data can be passed on to parents / guardians and a copy should be passed to your departmental Health and Safety Officer/ Adviser /Co-ordinator. These are requirements of the Health and Safety (Young Persons) Regulations 1997.

#### 1. Employer Data

Department/Section:	
Placement location(s):	
Date placement to start:	Date placement to end:
Extension of placement if any:	
Contact name:	Contact tel no.:
Workplace supervisor (if different):	
Placement approved by:	Date:
Designation:	

#### 2. **Insurance Information**

Renewal Date: 1 January	Insurance Company: St Paul International
Policy No.: UC POP 100 3182	Type of insurance: <b>Public Liability up to £50 million. Employers</b> <b>liability up to £50 million</b> <b>N.B. Should further information be required please contact the</b> <b>Insurance officer on Tel: (01392 382292.</b>

# 3. General Information:- please <u>PLACE A CROSS</u> in the boxes as appropriate and if the answer is <u>NO</u> please give details of the reasons and/or arrangements in Section 10 - (at the end of this form).

a)	DCC Health & Safety Policy to be issued to young person	Yes	No	
b)	Departmental H & S arrangements and guidance information issued to	Yes	No	
c)	Is there a first Aid Box where the young person is to work	Yes	No	
d)	First Aid Information Displayed	Yes	No	
e)	Is there a First Aider / Appointed Person at the location	Yes	No	
f)	Are accident records maintained	Yes	No	

g)	Do you have Fire Extinguishers or other Fire fighting equipment?	Yes	No	
h)	Do you have Fire drills	Yes	No	
i)	Are Fire / Emergency procedure and safety signs displayed	Yes	No	
j)	Are there adequate toilet facilities	Yes	No	
k)	Are appropriate H&S Regs displayed	Yes	No	

# 4. Procedures: Do you have procedures and current records of the following relating to the placement? If the answer given is NO please give reasons in Section 10 - (at the end of this form)

Risk Assessments:	Yes	No	
Control of Substances Hazardous to Health (COSHH) - Assessments	Yes	No	
Noise - Assessments (if necessary):	Yes	No	
Electrical Equipment (inspection / tests):	Yes	No	
Permits to Work System (if any relate to the placement):	Yes	No	

#### 5. **Registration**

The Authority is registered for health and safety purposes with: -

Health and Safety Executive Intercity House Mitchell Lane BRISTOL BS1 6AN Tel No: - 0117 9886000

#### 6. Vocational Area Offered by Placement

Occupational Area / Type of Placement:

Number of Placements:

#### 7. Equipment

Trainee is **prohibited** from using (list):

Personal Protective Equipment required / issued (list):

Specialist training required (list):

8. <u>Significant and Specific HAZARDS AND RISKS</u> associated with this placement identified by the Risk Assessment and the control measures introduced are to be recorded below or a copy of the specific risk assessment attached. Particular account has to be taken of the young persons inexperience, lack of awareness of existing or potential risks and their immaturity.

#### 9. Statement of Responsibility

I confirm that: -

(i) The information contained in this document is, to the best of my knowledge correct;

- (ii) I am aware of employers' responsibilities in relation to the Health & Safety at Work etc. Act 1974 and all current subordinate regulations applying to my undertaking and the need to carry out appropriate and specific Risk Assessments;
- (iii) All trainees, for the purpose of Health & Safety and Insurance will be treated as "employees";
- (iv) All trainees will receive instruction, supervision and training for their health and safety, appropriate for the placement and a checklist / record maintained;
- (v) I will inform trainees in writing of equipment they are prohibited from using and will provide you with a copy;
- (vi) I will notify the you immediately and in writing, of any injury (however minor) or any dangerous occurrence relating to the trainee / placement.

Signed:	Date:
Name (Capitals):	Position:

#### **Trainee(s)** Details

Name/Age etc:

#### Additional Information: -

#### 10. Additional Comments

### <u>WORKING TIME</u> REGULATIONS 1998

These Regulations came into force on 1 October 1998 and are designed to protect the health, safety and welfare of all employees. No employee should be adversely affected as a result of the implementation of the Regulations.

The main provisions are:

- a maximum working week of 48 hours (this may be averaged over a period of time);
- a maximum night shift of 8 hours in every 24 hours for night workers (this may be averaged except where the night work is deemed to be 'hazardous', in which case the 8 hour limit is absolute);
- weekly and daily minimum rest periods and rest breaks.

Devon County Council supports the implementation of these Regulations as part of its strategy for a healthier and safer Devon. It is recognised that working for too long, without sufficient rest periods, can damage employee's health.

#### **Young Workers**

Young workers are defined as those having reached school leaving age (a minimum of 15 years) but not yet 18 years old. There are specific requirements covering the working hours, rest periods and rest breaks of young workers.

Any queries should, in the first instance, be directed to your local contact officers in the Human Resources Practice.

References

Working Time Regulations 1998 - HMSO WORK EXPERIENCE - see section in this Manual

Contacts

Local contact in Human Resources Practice

### WORKPLACE

(Health, Safety and Welfare Regulations 1998)

#### Numbers of Loos to appropriate numbers of staff

One of the most commonly asked questions is how many staff loos should there be for appropriate numbers of staff. The Workplace Regulations went a long way to clarifying and unifying the Approved Code of Practice available on this for all members of staff in any workplace - previously there was confusion between requirements of variety of Acts such as the Offices, Shops and Railways, Railway Premises Act, the Factories Act, etc.

The Regulations require that :

- suitable and sufficient sanitary conveniences shall be provided at readily accessible places;
- the rooms containing them should be adequately ventilated and lit;
- the loos and the rooms containing them should be kept in a clean and orderly condition;
- separate rooms containing conveniences should be provided for men and women, except where and so far as each convenience is in a separate room, the door of which is capable of being secured from inside.

Toilet paper, in a holder or dispenser and a coat hook should also be provided. In the case of a ladies loo, suitable means should be provided for the disposal of sanitary dressings. In the case of primary schools, this may, by arrangement, be utilised by junior girls who require the facility, but they may need to be provided with their own disposal unit.

The same sort of requirements are outlined for washing facilities, ie:

 suitable and sufficient washing facilities, including showers if required by the nature of the work for health reasons, shall be provided at readily accessible places.

#### They should:

- be provided in an immediate vacinity of every sanitary convenience, whether or not provided elsewhere as well;
- they should be provided in the vacinity of any changing rooms required by the Regulations, whether or not provided elsewhere as well;
- they should include a supply of clean water and cold or warm water (which should be running water so far as is practicable);
- they should include soap or other suitable means of cleaning;
- they should include towels or other suitable means of drying;
- the rooms should be sufficiently ventilated and lit and kept in a clean and orderly condition;
- separate facilities should be provided for men and women except where and so far as they
  are provided in a room the door of which is capable of being secured from inside and the
  facilities in each such room are intended to be used by only one person at a time.

The Approved Code of Practice provided states that sufficient facilities should be provided to enable everyone at work to use them without undue delay.

Minimum numbers of facilities are listed below, but more may be necessary if, for example breaks are taken at set times, as in schools.

Minimum number of facilities - The number of employees shown in column 1 refers to the maximum number likely to be in the workplace at any one time. Where separate sanitary accommodation is provided for a group of workers, for example men, women, office workers or manual workers separate calculation needs to be made for each group, but this is unlikely to apply in schools.

1. Number of	2. Number of	3. Number of	
People at Work	Water Closets	Wash Stations	
1 - 5	1	1	
6 - 25	2	2	
26 - 50	3	3	
51 - 75	4	4	
76 - 100	5	5	

This is a basic outline of the main points of the regulations, if there are any queries, you need to consult the full version of the Regulations to establish exactly the situation for your premises.

The Approved Code of Practice to the Regulations also states that any room containing a sanitary convenience should be well ventilated so that offensive odours do not linger. Measures should be taken to prevent odours entering other rooms. No room containing a sanitary convenience should communicate directly with a room where food is processed, prepared or eaten.

Separate Regulations apply to the provision of loos for pupils ie, The Education (School Premises) Regulations 1999 and you need to discuss any queries with your school Project Officer and note any deficiencies in your Asset Management Plan.

**Contacts:** 

DEHSSA Contact Officers Capital Strategy Project Officers

**References:** 

Workplace Regulations 1992

### <u>WORKPLACE</u> (HEALTH, SAFETY AND WELFARE) <u>REGULATIONS 1992</u>

These Regulations are intended to protect the health and safety of everyone in the workplace (including education establishments) and to ensure that adequate welfare facilities are provided for people who work there.

Details of the Regulations are included in the Devon County Council Health and Safety at Work Manual and these can be summarised as:

- Extending the Factories Act and The Offices, Shops and Railways Act to all workplaces in buildings (including schools);
- The design and layout of the workplace must now comply;
- Obligations are placed on persons 'to any extent' in control of premises (this inlcudes Headeachers and Governors);
- Duties will depend on level of control;
- Planned maintenance schemes for all equipment and devices are required to maintain a safe and healthy environment eg ventilation, lighting, heating etc;
- Rest areas shall include arrangements to protect non-smokers from discomfort caused by tobacco smoke;
- Facilities for persons to eat meals must be suitable and sufficient;
- Rest areas are required for pregnant women or nursing mothers.

#### References

Devon County Council *Health and Safety at Work Manual* Appropriate Devon Education Curriculum documents Appropriate DfES Building Bulletins

#### Contacts

Devon Property Practice DEHSSA (see 'Contacts List'in the Devon Education Health and Safety Manual)

## <u>TEMPERATURES IN</u> DIRECTORATE PREMISES

The purpose of this note is to help you decide what is a reasonable temperature in your premises.

General workplace requirements are contained in The Workplace (Health, Safety and Welfare) Regulations 1992. The guidance given is that temperatures in general teaching and administration spaces should provide reasonable comfort. All reasonable action should be taken to achieve a temperature which is as close as possible to comfortable. Generally this means about 16°C, but can be 13°C if physical effort is involved. These temperatures refer to readings taken using an ordinary dry bulb thermometer close to workstations at working height and away from windows. The Schools Premises Regulations (1991) are more detailed and give the following useful recommendations:

- 21°C in areas where occupants are lightly clad and inactive (eg medical inspection rooms);
- 18°C in areas where there is an average level of clothing and activity (eg classrooms);
- 14°C in areas where the occupants are lightly clad where activity is vigorous (eg gymnasia); in circulation spaces, and dormitories.

Other factors need also to be considered, such as sir movement and relative humidity. Clearly, windows should open safely to give natural ventilation.

In extremely hot weather, physical solutions such as curtains and blinds to reduce solar gain and fans may be used. Manage solutions such as moving staff into cooler rooms or extra breaks should be considered to limit expsoure to uncomfortable temperatures.

In the heating season the system should be capable of maintaining a comfortable temperature. Proper procedures for inspection maintenance and repair should be in place throughout the year, and any breakdowns dealt with quickly. *The Fire Precautions Guide and Log* gives advice on page 25 about the use of liquid petroleum gas heating appliances, and this must be followed.

Heating systems are designed to achieve confortable temperatures when outside temperatures are -1°C and in very cold weather this may not be achievable. Managed solutions such as turning the system on earlier, especially on Monday mornings and early discovery of failure in the system resulting in immediate action to bring in a contractor should be in place. Certain parts of buildings tend to be colder than others so, if possible, staff should be moved so they are not exposed to uncomfortable temperatures. Managers should consult safety representatives/staff and inform them about the situation. Headteacher/Principals/managers must ensure they do everything reasonable to comply with the law. Closing part or whole of the permises may need to be considered, or in extreme circumstances such as longer term heat waves it may be necessary to change the school day, and local arrangements for doing this should be in place.

#### References

HSE Workplace (Health, Safety & Welfare) Regulations 1992 The Education (School Premises) Regulation 1999 (see Manual entry under **PREMISES**, **R**egulations) Fire Precautions Guide and Log, DCC (see Manual entry under 'Fire')

Contacts

DEHSSA (see 'Contacts List' in the Devon Education Health and Safety Manual) Devon Property Practice (your local surveyor)