

# ST BERNADETTE'S ROMAN CATHOLIC PRIMARY SCHOOL



*Learn, Live, Believe*

## Health and Safety Policy

*This policy should be read in conjunction with the following documents: St Bernadette's Security Policy  
And St Bernadette's Health and Hygiene Policy*

**Reviewed: September 2024**

**Ratified: 23.9.24**

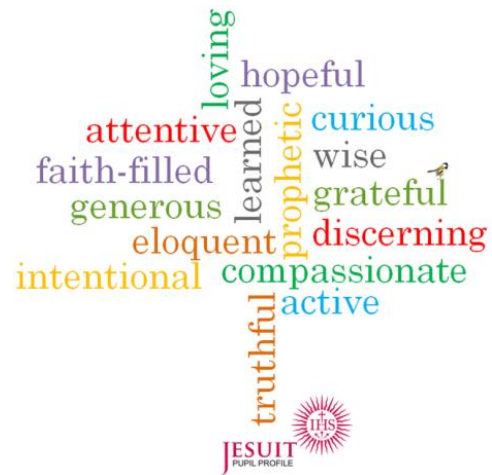
**Next Review: September 2025**



# St Bernadette's Catholic Primary School

## Mission Statement:

*We are a Christ centred community, reaching out to others.  
We learn, grow and celebrate together.  
We bring our faith to life.*



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## **PART 1: STATEMENT OF INTENT St Bernadette's Primary School**

The Governing Body of St Bernadette's Primary School will strive to achieve the highest standards of health, safety and welfare consistent with their responsibilities under the Health and Safety at Work etc. Act 1974 and other statutory and common law duties.

This statement sets out how these duties will be conducted and includes a description of the establishment's organisation and its arrangements for dealing with different areas of risk. Details of how these areas of risk will be addressed are given in the arrangements section.

This policy will be brought to the attention of, and/or issued to, all members of staff a reference copy is kept in the school office / on the shared drive.

This policy statement and the accompanying organisation and arrangements will be regularly reviewed.

This policy statement supplements

- Cardiff County General Statement of Health and Safety at Work Policy;
- Cardiff Council Health and Safety Policy, Organisation and Arrangements Statement

The above Statements (and other Health and Safety policies and guidance) may be downloaded by staff from the intranet.



Paul Newbury, **Chair of Governors**

23.09.24



Suzanne Williams, **Head Teacher**

23.09.24

## **PART 2: ORGANISATION**

**Schools should ensure the roles and responsibilities outlined below are a true reflection of the arrangements at their School.**

As the employer, the Authority has overall responsibility for Health and Safety in Community and Voluntary Controlled Schools. [In Foundation and Voluntary Aided schools, the responsibility for health and safety rests with their employer, the Governing Body] At school level duties and responsibilities have been assigned to staff and governors as laid out below.

### **Responsibilities of the Governing Body**

The Governing Body are responsible for health and safety matters at a local level and are responsible for:

- Ensuring adherence to the local authority health and safety policy, procedures and standards;
- Formulating a health and safety statement detailing the responsibilities for ensuring health and safety within the establishment;
- Reviewing the establishments health and safety policy annually and implementing new arrangements where necessary;
- Monitoring, reviewing and evaluating the school's health and safety performance.
- Providing appropriate resources within the establishment's budget to meet statutory requirements and the local authority health and safety policy, procedures and standards;
- Receiving from the Head Teacher or other nominated member of staff reports on health and safety matters and reporting to (Education or Corporate Health and Safety, or other body as necessary), any hazards which the establishment is unable to rectify from its own budget;
- Seeking specialist advice on health and safety which the establishment may not feel competent to deal with; [In Foundation and Voluntary Aided Schools, the employer must have access to competent Health and Safety advice is a requirement of the Management of Health and Safety at Work Regulations 1999 as amended]
- Promoting a positive Health and Safety culture and high standards of health and safety within the establishment via the nomination of a named health and safety governor.
- Ensuring that when awarding contracts health and safety is included in specifications and contract conditions taking account of the Authorities policies and procedures.

### **Responsibilities of the Head Teacher:**

Overall responsibility for the day to day management of health and safety rests with the Head Teacher.

As a manager of the establishment and of all the activities carried on within it, the Head Teacher will advise Governors of the areas of health and safety concern which may need to be addressed by the allocation of funds.

The Head Teacher has responsibility for:

- Co-operating with the Authority and governing body to enable health and safety policy and procedures to be implemented and complied with;
- Ensuring effective health and safety management arrangements are in place for carrying out regular inspections and risk assessments, implementing actions and submitting inspection reports to the governing body and Authority where necessary;
- Communicating the policy and other appropriate health and safety information to all relevant people including contractors;
- Carrying out health and safety investigations;
- Ensuring all staff are competent to carry out their roles and are provided with adequate information, instruction and training;
- Ensuring consultation arrangements are in place for staff and their trade union representatives (where appointed) and recognising the right of trade unions in the workplace to require a health and safety committee to be set up.
- Reporting to Authority any hazards which cannot be rectified within the establishment's budget;
- Ensuring that the premises, plant and equipment are maintained in good working order;
- Monitoring purchasing and contracting procedures to ensure compliance with Authority policy.

### **Delegated / nominated tasks below:**

In the absence of the Headteacher the Deputy Headteacher assumes all responsibilities of the Headteacher noted in this Policy. The caretaker Julie Kearle is aware and proactive in the implementation of all health and safety policies and practices of the school and:

- In the event of the school employing any extra cleaning contractors ensure that H & S requirements are met;
- Liaise with contractors over H & S requirements;
- Ensure all shutters on doors and windows are open when lone workers are in school i.e the caretaker or any member of staff
- Close main school gates at 6pm when leaving the site and the side gate by the kitchen at 8.00am and 6pm;
- Ensure all equipment is used correctly and serviced as required;
- Ensure hazardous equipment is safely marked and stored in locked cupboard;
- Ensure all cleaning materials are correctly marked & stored using COSHH guidelines;
- Use correct manual handling procedures;
- Check the school site daily for hazards and undertake a comprehensive termly check of the school site;
- Check temperatures of fridges in school daily;
- Check the emergency lighting (monthly) and fire alarm (weekly) are in good order;
- Complete and adhere to all risk assessments as appropriate.

### **Responsibilities of other teaching staff / non-teaching staff holding posts of special responsibility**

- Apply the school's health and safety policy to their own department or area of work and be directly responsible to the Head Teacher for the application of the health and safety procedures and arrangements;
- Undertake regular health and safety risk assessments for the activities for which they are responsible and check that control measures are implemented;
- Arrange for appropriate safe working procedures to be brought to the attention of all staff under their control;
- Resolve health, safety and welfare problems members of staff referred to them, and inform the Head Teacher or nominated contact of any problems to which they cannot achieve a satisfactory solution within the resources available to them;
- Carry out regular inspections of their areas of responsibility to ensure that equipment, furniture and activities are safe and record these inspections where required;

- So far as is reasonably practicable, arrange for the provision of sufficient information, instruction, training and supervision to enable other employees and pupils to avoid hazards and contribute positively to their own health and safety;
- Implement procedures so that all accidents (including near misses) occurring within their department are promptly reported and investigated using the appropriate Authority forms etc;
- Arrange for the repair, replacement or removal of any item of furniture or equipment which has been identified as unsafe

### **Responsibilities of all employees**

Under the Health and Safety at Work etc Act 1974 all employees have general health and safety responsibilities. Staff must be aware that they are obliged to take care of their own health and safety whilst at work; they must also ensure the health and safety of others who may be affected by their action or inaction.

All employees have responsibility to:

- Take reasonable care for the health and safety of themselves and others in undertaking their work.
- Comply with the school's health and safety policy and procedures at all times.
- Report all accidents and incidents in line with the reporting procedure.
- Cooperate with school management on all matters relating to health and safety.
- Not to intentionally interfere with or misuse any equipment or fittings provided in the interests of health safety and welfare.
- Report all defects in condition of premises or equipment and any health and safety concerns immediately to their line manager.
- Report immediately to their line manager any shortcomings in the arrangements for health and safety.
- Only use equipment or machinery that they are competent / have been trained and are authorised to use.
- Make use of all necessary control measures and personal protective equipment provided for safety or health reasons.

**NB Staff are advised to ensure that their own vehicle insurance covers them for any use of the vehicle for work purposes. The LEA does not hold insurance to cover use of private vehicles.**

## **Responsibility of Pupils**

- Comply with school rules relating to general behaviour;
- Take note of and comply with safety information provided by teachers when engaged in learning activities or day to day life in school;
- In cases of emergency to remain quiet, listen and obey instructions given by staff;
- Not to misuse anything provided for H&S reasons.

## **Responsibilities of volunteers**

It is recommended that Employers/School's treat volunteers in the same way as employees. Schools should class supervising adults and parents who attend off site visits as volunteers.

Volunteers should be advised that they are obliged to take care of their own health and safety whilst volunteering. All volunteers must also ensure the health and safety of others who may be affected by their action or inaction.

All volunteers have responsibility to:

- Take reasonable care for the health and safety of themselves and others in undertaking their work whilst volunteering.
- Comply with the school's health and safety policy and procedures at all times.
- Follow the direction/instruction of their supervisor, school management team etc.
- Report all accidents and incidents in line with the reporting procedure.
- Co-operate with school management on all matters relating to health and safety.
- Not to intentionally interfere with or misuse any equipment or fittings provided in the interests of health safety and welfare.
- Report all defects in condition of premises or equipment and any health and safety concerns immediately to their supervisor..
- Report immediately to their line manager any shortcomings in the arrangements for health and safety.
- Ensure that they only use equipment or machinery that they are competent / have been trained to use.
- Make use of all necessary control measures and personal protective equipment provided for safety or health reasons

### PART 3: ARRANGEMENTS

Specific health and safety arrangements	Responsibility (insert name and position)	Action/Arrangements (insert local arrangements)
<b>Risk assessment:</b> Risk assessments are completed and relevant information provided to staff.	Suzanne Williams (HT) Governing Body Class Teachers	The school risk assessment process is ongoing but comprises the following specific elements: Identification of Hazards, level of risk, actions to reduce risk and monitoring. In all cases staff, pupils and other visitors may be affected by the activity. Risk Assessments are stored in two files; one with all risk assessments linked to school trips and a second file containing all other risk assessments.
Risk assessments are reviewed regularly/ following significant change.	Suzanne Williams Governing Body Class Teachers	A review slip has been developed to indicate that a risk assessment has been updated and reviewed. Risk assessments are reviewed at least every two years.
Specialist risk assessments are completed under the Health and Safety SLA. This includes; pupil assessment, employee assessment and return to work assessment.	Suzanne Williams	Advice is obtained via H&S for specialist risk assessments. The school has H&S visits on a fortnightly basis. Cardiff Docs can be accessed to obtain risk assessments and useful guidance.
<b>New and Expectant mothers;</b> A specific risk assessment is completed once a member of staff has informed her line manager that she is pregnant or breastfeeding.	Suzanne Williams	Pregnant worker risk assessment are available under the Health and Safety SLA
<b>Educational and offsite visits:</b> A nominated Educational Visits Coordinator (EVC) is responsible for coordinating educational and offsite visits.	Suzanne Williams EVC- Suzanne Williams	Staff members planning educational/offsite visits must submit all relevant paperwork and risk assessment to the EVC who will review the paperwork and forward to the Head Teacher/ Authority's Offsite Visits Officer for final approval. See EVC Policy
The Authority's Offsite Visits Advisor must be notified of all level 3 trips, this will include self-led adventurous activities, fieldwork	Suzanne Williams David Golding Emma Preece (Admin)	Evolve will be used for the planning and approval of <b>all</b> offsite visits. Relevant risk assessments, participants names etc. will be attached electronically as required

trips to open or "wild" country, and all trips overseas. This will be done via the use of Evolve, the online notification and approvals system.		
<p><b>Health and Safety Monitoring and Inspections:</b> General inspections of the site will be conducted periodically.</p>	<p>Suzanne Williams Governing Body Julie Kearle (Estates Manager)</p>	<p>St Bernadette's will take part in active and reactive monitoring. Active monitoring will involve proactive checks to ensure that the management systems are working effectively and that systems are being maintained.</p> <p>This will take place through:</p> <ul style="list-style-type: none"> <li>•LA inspections (three yearly)</li> <li>•Termly inspections by HT and Chair of Governors</li> <li>•Termly inspections by school caretaker.</li> </ul> <p>St Bernadette's will use Cardiff County Council's Health and Safety Self-Audit package to:</p> <ul style="list-style-type: none"> <li>•Identify Health and Safety priorities and how to address these;</li> <li>•To prepare for the three yearly LEA Health and Safety Inspections.</li> </ul> <p>General site inspection: termly Visual inspection of play equipment: termly Visual inspection of chairs and furniture: Annually</p> <p>Fire Risk Assessment 3.9.24 - 2.9.25</p> <p>Fire Detection and Alarm Inspections are carried out quarterly by Tremofa LTD.</p> <p>Emergency Lighting Inspection carried out annually by</p>

		<p>Fire Extinguishers Annual Inspection carried out annually by Fire Direct.</p> <p>Portable Appliance Testing (PAT) carried out Annually by PHS Compliance</p> <p>Periodic Inspection of Gas Boiler carried out annually by BES</p> <p>Legionella Risk Assessment has expired. Gareth Jones from Aquasafe has been out to site and has established that the school required an updated risk assessment. These should be completed every 3 years.</p> <p>Periodic Inspection of Electrical Installation is carried out every 5 years by Trydan Solutions</p> <p>Roller Shutter Doors are inspected annually by industrial door services.</p> <p>Playground Inspection carried out annually by ROSPA.</p>
Where appropriate these inspections will be documented and reports forwarded to the Head Teacher.	Suzanne Williams Julie Kearle SLA H&S Officer	RAMIS to be used to run off H&S statutory maintenance reports.
<b>Health and Safety Information instruction and training:</b> The health and safety law poster is displayed in school	Suzanne Williams	The Health and Safety at work poster is displayed in the staffroom.
<b>Health and safety training:</b> Health and safety induction training will be provided and documented for all new employees	Suzanne Williams	New members of staff are instructed in the school's health and safety arrangements by the Headteacher. The following topics are included

		<ul style="list-style-type: none"> <li>● School Health and Safety Policies</li> <li>● Accident / Incident Report Procedures</li> <li>● Manual Handling Policies</li> <li>● Emergency evacuation procedures</li> <li>● First aid arrangements</li> <li>● Risk assessments (general, display screen equipment, manual handling and COSHH)</li> <li>● Personal protective equipment</li> <li>● Job and site-specific health and safety issues and information</li> <li>● Where to get further Health and Safety Information</li> <li>● What to do if there is a problem</li> </ul> <p>Supply staff are briefed on the school's emergency procedures (fire and first aid procedures), risk assessments, the accident / violent incident reporting system and other relevant health and safety information by the Headteacher.</p>
<p><b>Training records:</b> relevant records are kept, a system for ensuring appropriate refresher training is undertaken and implemented.</p>	Suzanne Williams	Teachers are responsible for maintaining personal training records. The school office records – First Aid Training, DBS, Manual Handling and Food Safety Training.
<p><b>Programme of health and safety training</b> All employees are provided with:</p> <ul style="list-style-type: none"> <li>● induction training</li> <li>● update training in response to any significant change;</li> <li>● training in specific skills needed for certain activities, (e.g. use of hazardous substances, work at height etc.)</li> <li>● refresher training where required</li> </ul>	Suzanne Williams	<p>The training needs of staff are assessed by Head Teacher as an ongoing process.</p> <p>Members of staff attend appropriate courses, some of which are detailed in a health and safety Education Mandatory Toolkit training programme administered by the Services and Compliance Section (Tel: 029 2087 3714); or other courses which are relevant to their role. Members of the Governing Body are also welcome to attend these courses.</p>

		<p>The training is provided by approved external health and safety training providers. The approved providers are detailed on the Council's Health and Safety intranet site.</p> <p>Governors can attend specific courses facilitated by Governor Services which are run twice a year on Health and Safety Management and Health and Safety Risk Assessment Awareness.</p> <p>Staff Handbook is also available for staff in the office.</p>
<p><b>Fire Safety:</b> Fire notices and instruction to staff are posted throughout the school.</p>	<p>Suzanne Williams Julie Kearle</p>	<p>Fire Action and evacuation procedures are displayed in each workroom and highlighted to all temporary staff; on hearing the fire alarm each teacher (and any other adult) is to direct the children in their care to the appropriate exit and leave the building.</p> <p>Fire hand held bells are sited throughout the school in case fire alarm system is inoperable</p> <p>The priority for all staff is to evacuate the building and not to fight fire; this should be left to the emergency services.</p>
<p>Fire drills are undertaken termly and a record kept in the fire log book.</p> <p>Lock-Down drills are carried out annually</p>	<p>Suzanne Williams Julie Kearle</p>	<p>Fire drills are carried out termly, Lock down drills annually. These include a lunch time practice. Timing of drills is varied to include all staff. The target time for evacuation is 1.5minutes. Fire Drills are recorded in the fire log book including the date, time and how long it took to fully evacuate the building. Lock down drills are recorded in the same way. Comments on what went well and what could have gone better are also noted.</p>
<p>Measures are in place to identify persons (pupils and staff) who may have difficulties</p>	<p>Suzanne Williams Class teacher</p>	<p>It is acknowledged that it is not only people who have a disability which affects their mobility that may require a</p>

<p>evacuating the building. A personal emergency evacuation plan (PEEP) will be implemented for any person who requires assistance evacuating the building.</p>		<p>PEEP. Other categories of persons who may require assistance in the event of a building evacuation may include, for example, those with visual or hearing disabilities. The underlying question in deciding whether a PEEP is necessary is "can the individual evacuate the building unaided, in a prompt manner, during an emergency situation?" SLA H&amp;S can assist in completing any PEEPS required.</p>
<p>Staff must ensure the alarm is raised and pupils evacuated before attempting to tackle a small fire.</p>	<p>Suzanne Williams All Staff</p>	<p>Staff are made aware of the type and location of portable fire fighting equipment however staff do not receive instruction on its use. It is school policy that nobody is to tackle a fire. Julie Kearle is familiar with the location of service isolation points.</p>
<p>Smoking is prohibited anywhere on the school site</p>	<p>Suzanne Williams All Staff</p>	<p>All staff monitor this prohibition. The school operates a No Smoking Policy.</p>
<p><b>Inspection/maintenance of emergency equipment:</b> Escape routes are checked daily for any obstructions. Final exit doors should be checked to ensure they are operational.</p>	<p>Suzanne Williams Julie Kearle All Staff</p>	<p>Julie Kearle completes a daily walk around before anybody arrives on site. Julie checks that escape routes are clear before anyone else arrives on site. All staff are encouraged to report any defects to the headteacher who can then arrange the appropriate course of action. Emergency Exit signage is tested regularly and any faults reported and rectified Fire alarm is checked at different points in the school and checked weekly Firefighting equipment is checked annually by contractors and weekly by caretaker</p>
<p><b>Statutory maintenance:</b> The school has opted in to the Authority's statutory maintenance contracts.</p>	<p>Suzanne Williams Governing Body</p>	<p>All statutory maintenance is recorded on RAMIS. The school has signed into the SLA for school Buildings.</p>

<p><b>Portable Appliance Testing (PAT):</b> The school has opted into the Authority's internal PAT testing arrangements.</p>	<p>Suzanne Williams Tremorfa LTD</p>	<p>Pat testing carried out 04/10/23. All portable electrical equipment is the subject of an annual portable appliance test. A register of all appliances is kept in the school office. Staff are not permitted to bring portable electrical equipment on to the site for use.</p>
<p><b>Control of Legionella:</b> The school will adhere to the Authority's policy and guidance. The school have opted in to the statutory maintenance contract relating to the control of Legionella bacteria.</p>	<p>Suzanne Williams Julie Kearle Hannah Thomas</p>	<p>A risk assessment was conducted in 11/01/16 by Dantek Environmental Services of the hot and cold-water systems.</p> <p>A review of the legionella written scheme was carried out 21/3/2019 by Aqua Safe which is on RAMIS.</p> <p>The risk assessment identifies the risks due to legionella bacteria and detail a control scheme of the measures needed to reduce the risks. The risk assessments, and all other relevant documentation relating to the management of legionella, are filed in a Water Management File which is located in School Office.</p> <p>The water temperatures are tested by the school. SLA H&amp;S can assist.</p> <p>Additional control measures, for example, regular running of outlets are carried out by Julie Kearle, Weekly.</p>
<p><b>First aid arrangements:</b> A suitable number of first aiders and first aid trained staff are located throughout the school.</p>	<p>Ricky Newman (Teacher) Rachel Whitehurst (Teacher) Sara Evans (TA) Hannah Power (TA)</p>	<p>Staff received Emergency First Aid Training in 2017 and this is updated every three years so validation does not expire. While First Aid may be administered by any person in an emergency, First Aid will normally only be administered by a nominated First Aider with a</p>

		current First Aid at Work Certificate. Five members of staff hold First Aid at Work Certificates.
Measures are in place to identify any persons who may require specialist first aid treatment due to health conditions.	EPI PEN training. Staff to undergo training 11.9.19: JD, HD, HS, CS, SE	Specialist first aid training is available under the Health and Safety SLA. Training available includes, epipen training, diabetes awareness training and epilepsy awareness training.
<b>Head Injuries:</b> If a pupil sustains a head injury staff will contact parents/guardians without delay to inform them of the incident.	Suzanne Williams Admin Staff All staff	Parents/Guardians are invited to site to assess their child's injury. In the case of serious head injuries, the school will seek immediate medical advice (call an ambulance)
<b>Transport to hospital:</b> Where appropriate pupils will be transported to hospital (usually by ambulance). Parents/guardians will be informed. No casualty will be allowed to travel to hospital unaccompanied a member of staff will accompany a pupil where parents/guardians cannot attend immediately.	Suzanne Williams	The school phones parents and advises them to take their child to hospital.  In the case of an emergency staff would first call an ambulance - any staff member taking a child to hospital must be accompanied by another staff member. Staff must have the appropriate car seats in place before transporting children. Medication will not be administered for acute medical conditions e.g. antibiotics or pain relief  Managing medicines in school's paperwork to be completed for any pupil who needs prescribed medication administered in school.  Where required staff are trained in accordance with the Medical Care Plan. Medical care plans are reviewed annually. Pupil assessments are completed under the Health and Safety SLA where appropriate.  The school has developed a procedure on the management of pupils with medical needs. The procedure is located in School Office. .

<p><b>Administration of medication:</b> Medication will only be administered in school in accordance with the WAG guidance document: Access to Education and Support for Children and Young People with Medical Needs.</p>		<p>See Administration of Medicines Policy</p> <p>Medication is securely stored in lockable cabinet in each classroom.</p> <p>Transportable first aid boxes are taken on all off sites visits</p>
<p><b>Medical Care Plans:</b> Pupils with chronic or complex medical needs will have a medical care plan which has been written by a healthcare professional.</p>	<p>Joanne Dendle Suzanne Williams</p>	<p>Where required staff are trained in accordance with the Medical Care Plan. Medical care plans are reviewed annually</p> <p>Pupil assessments are completed under the Health and Safety SLA where appropriate.</p>
<p><b>Communicable diseases:</b> The school will adhere to the guidance issued by the Authority and Public Health Wales.</p>	<p>Suzanne Williams</p>	<p>The school follows the national guidance produced by the Department of Health. For immediate guidance/advice on all infectious diseases refer to information and current contact details held in the school office.</p>
<p><b>Accident reporting procedures:</b> Any accident which results in an injury will be recorded and where appropriate.</p>	<p>Suzanne Williams Admin Staff All Staff</p>	<p>All accidents to pupils are to be recorded in the school's pupil accident files, which, with the first aid box, are kept in the upper junior area for KS2 and for Foundation Phase: one in the Nursery/Rec area and one in in corridor outside Y1/2. A copy of the record is sent home with the pupil; whenever possible, staff will inform carer of incident and a sticker is put on the child.</p> <p><b><a href="#">Lunchtime First Aid Procedures</a></b>  <a href="#">Most lunch duty is covered by TAs</a>  <a href="#">2 external midday supervisors are employed</a>  <a href="#">If an accident occurs at lunchtime/playtime, member of staff on duty, asks the other member to cover and escorts child to foyer where office are asked to contact 1st Aider.</a></p>

		<p>Rec/Nurs 1st Aider – SE; Y1/2 1st Aider – HP; Y3/4 first aider- Y5/6 1st Aider – RW Any accident to a pupil which results in their being taken to hospital, whether by ambulance, with member of staff or relative, must have an LA accident report form completed and sent to the Schools’ H&amp;S unit within 7 days. Parents are to be informed immediately of any injury to a child’s head.</p> <p>All accidents to staff are to be recorded on the LA Staff Accident form. A copy of any Accident/Incident/Violence form completed by staff must then be sent to the H&amp;S unit to arrive within 7 days of the incident. Where there is risk of significant exposure to staff to blood borne infections the Potential Exposure Record must be completed (Appendix 8) – refer also to the Risk Assessment for blood borne infections.</p> <p>All accidents to visitors must have an LA accident report form completed and sent to the Schools’ H&amp;S unit within 7 days.</p>
Any near miss (incident which has a potential to cause harm) will be reported to the management team and investigated.	Suzanne Williams All Staff	For any near miss incident, which is an incident with the potential to have caused injury to a person or damage to property, a Pupil Incident form is to be completed.
<b>RIDDOR reporting:</b> Any accident or case of ill health which is reportable under the Reporting of Injuries, Diseases and Dangerous Occurrence Regulations 2013 will be reported within the specified timescales.	Suzanne Williams All Staff	<p>The school will forward details of accidents or cases of work-related ill health to the School Health and Safety Liaison Team.</p> <p>Where appropriate the School Health and Safety Liaison Team will report under RIDDOR and investigate the accident.</p>

<p><b>Investigating accidents and incidents:</b> Accidents and incidents are investigated to an appropriate standard.</p> <p><b>Investigating accidents and incidents:</b></p>		<p><b>Low Level</b> investigation: This will involve a short investigation by the relevant class teacher, supervisor or another member of the management team</p> <p><b>Medium</b> level investigation: The Authority's accident investigation form will be completed by the relevant supervisor or member of the management team. Copies will be forwarded to the Head Teacher and Health and Safety Division.</p> <p><b>High Level/Reportable Incidents:</b> School will forward the completed accident form to Health and Safety Division without delay. A Health and Safety Officer will contact the school to complete the investigation.</p> <p>Further information is contained in the Authority's guidance to accident investigation.</p>
<p><b>Violence at work – Employee protection:</b> All incidents of unacceptable and inappropriate behaviour from visitors and parents will be recorded on the Authority's VAW report form and forwarded to School Health and Safety Liaison Team.</p>	<p>Suzanne Williams All Staff</p>	<p>St Bernadette's endorses the LA's Violence at Work Policy.</p> <ul style="list-style-type: none"> <li>•The school is secure at all entrances and all visitors MUST enter the school via the intercom system at the main entrance.</li> <li>•The caretaker and school administrator handle and carry cash and abide by the LA's Cash Carrying Advice.</li> <li>•Violent accidents must be reported immediately to the Headteacher, Mrs S Williams, and in her absence to Mrs Heathfield (Deputy Headteacher). These will be noted on the LA Violence at Work Policy Incident Report Form.</li> </ul>
<p><b>Asbestos:</b> The school will adhere to the Authority's policy and guidance.</p>		<p>The Asbestos Management Plan must be referred to before any work is carried out in the school and a Permit to Work issued. The Asbestos Management</p>

<p>The asbestos survey and log book are made available to all contractors.</p> <p><b>Updating information:</b> The school must ensure that changes to the asbestos containing materials are noted and survey is updated.</p>		<p>Plan is kept in the school office. All work carried out must comply with details of the Permit to Work which includes:</p> <ul style="list-style-type: none"> <li>• The designated member of staff issuing the Permit to Work and pointing out to the contractor where their work will be undertaken in relation to the asbestos plan and most recent asbestos inspection report showing where asbestos is in the school</li> <li>• The contractor acknowledging the location their work in the school and whether the works are in an area of identified asbestos and if so, that the works will be safely carried out in line with all relevant legislation and the Council's Asbestos management Plan</li> <li>• The designated member of staff acknowledging the works have been completed</li> </ul> <p>Chris Bolton from the LA asbestos team visited site 26/03/19. The asbestos register is currently undergoing review to reflect the removal of asbestos over the years.</p>
<p><b>Asbestos condition monitoring:</b> School must ensure that a visual inspection of the condition of asbestos containing materials is periodically completed. The visual inspection should be completed at least annually and documented.</p>	<p>Suzanne Williams Julie Kearle SLA H&amp;S Officer</p>	<p>Asbestos condition monitoring is available under the Health and Safety SLA. This has been undertaken 26/03/19. Any damage or deterioration is reported to SLA H&amp;S Officer who will contact: The Council Asbestos Team – 029 2087 3467</p>
<p><b>Unauthorised work:</b> Any contractor who is suspected of carrying out unauthorised work on the fabric of the building, or suspected of</p>	<p>Suzanne Williams Julie Kearle Admin Staff</p>	<p>Any unauthorised work or disturbance/damage to asbestos containing materials will be reported to Suzanne Williams who will contact:</p>

<p>disturbing/damaging asbestos containing materials will be reported and documented.</p>	<p>All Staff</p>	<p>The Council Asbestos Team – 029 2087 3467</p>
<p><b>Managing contractors:</b> The school will adhere to the Authority’s policy and guidance.</p>		<p>There are two distinct types of contractors who will have access to site. These will be service contractors who regularly work on the site and contractors who come on site on a need’s basis. The latter are usually involved with building work.</p> <p>Service contractors have regular access to the site as specified by a contract. Such contractors’ visits can vary from an annual visit, e.g. to service boilers, check fire extinguishers etc., to those on site daily, e.g. catering staff. The contract specifies what work is expected of them and what they can expect from the school. Their personnel will follow their own safe systems of work but their working methods do take into account how they will impact upon the staff/pupils/other visitors on site.</p> <p>The school will provide details of its safe systems of work to the contractors where relevant and in the case of catering contractors have consulted with them over emergency arrangements. A copy of this policy will also be provided to them.</p> <p>Building contractors who attend the site to undertake building or remedial works. General risk assessment has identified the following hazards associated with building work relating to personal injury or damage to health:</p> <ul style="list-style-type: none"> <li>● Slips/trips/falls as a result of contamination of surfaces by spillages, trailing leads or unprotected edges;</li> </ul>

<p><b>Technical expertise:</b> Where appropriate works are arranged through a technical department</p>		<ul style="list-style-type: none"> <li>● Being hit by falling objects dropped by persons working above head height;</li> <li>● Inhalation of smoke/fume through heating substances or use of same, i.e. paint/ varnish/tar etc;</li> <li>● Coming into contact with machinery or vehicles;</li> </ul> <p>The above is only a brief outline of the hazards associated with the activity that may occur in areas where staff and pupils have access. Such hazards are controlled by a detailed risk assessment when full details of the works are known and will include the following procedures to minimise/eliminate the risk.</p>
<p><b>Contractors and visitors on site:</b> All contractors must sign the visitor's book and adhere to school site rules.</p> <p>Contractors and visitors will be provided with relevant health and safety information relating to emergency procedures, vehicle movements and local management arrangements,</p>	<p>Suzanne Williams Admin Staff</p>	<p>All contractors must report to the school office where they must sign in on the system. The InVentry system then prints a visitor badge for the contractor to wear at all times when on site.</p> <p>Contractors on site booklet will be given which provides essential information on fire safety, safeguarding and general school information such as timings of the school day etc.</p>
<p><b>School managed building/environmental projects:</b> Where the school undertakes building/environmental projects direct the governing body would be considered the</p>	<p>Suzanne Williams</p>	<p>These are managed by Suzanne Williams the headteacher who will ensure that landlord's consent has been obtained and, where applicable, all statutory approvals, such as planning permission and building regulations have been sought.</p>

<p>'client' and therefore have additional statutory obligations.</p>		<p><b>SMALL SCALE BUILDING WORKS</b></p> <p>This will include day-to-day maintenance work and all work undertaken on site where a pre-site meeting has not taken place. Practice to be followed:</p> <p>a) All contractors must report to the office on their arrival and under no circumstances are they to commence work until given approval to do so by the Headteacher.</p> <p>b) Before the commencement of any work, it is essential that a Permit to Work has been issued (by the Headteacher, caretaker or school administrators) in line with the school's Asbestos Management Programme highlighting:</p> <ul style="list-style-type: none"> <li>i) What work is to be undertaken;</li> <li>ii) Where the work is to be carried out, and that it will be safely carried out (Section B Permit to Work);</li> <li>iii) An indication of the likely timescale of the works;</li> </ul> <p>c) Before work commences, the contractors must be advised by the Headteacher:</p> <ul style="list-style-type: none"> <li>i) Where they can gain access to services;</li> <li>ii) What the fire precautions are for the building, i.e. upon hearing the alarm, which is a continuous bell, they must exit the building immediately and report to the closest assembly point;</li> <li>iii) Any particular problems with the work, e.g. access may still be required to the area where they are working;</li> <li>iv) Advise the contractors who to contact on site if they have a problem.</li> </ul> <p>d) The school office must ensure:</p> <ul style="list-style-type: none"> <li>i) Contractors sign in and out;</li> </ul>
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		<p>ii) Are issued with a visitor pass and advised that it must be worn at all times whilst on site;</p> <p>iii) Contractors are given a copy of the school's 'Contractors Code of Conduct' and 'Information card including Fire Evacuation Procedures'</p> <p><b>LARGE SCALE WORKS</b>  This encompasses all work where a pre-site meeting is required, between the contractor, LA and Headteacher. If possible, the caretaker will also attend. This meeting will identify timescales for work, methodology (noisy work done when school is unoccupied wherever possible), access requirements, emergency access requirements, etc.</p> <p>The works may involve work where part of the site is completely handed over to the contractors. Such work may come under the requirements of the Construction Design and Management Regulations and in such cases the school will appoint a Planning Supervisor, in line with the advice given in the H&amp;S Manual.</p>
<p><b>Contractor selection and vetting:</b>  To ensure contractor competency the Authority vet contractors to ensure they understand and abide by health and safety regulations.</p>	<p>Suzanne Williams  SLA H&amp;S Officer</p>	<p>Where possible school will use Contractors, who have been vetted by the Authority.</p> <p>Where Contractors who are not registered are used Hannah Thomas SLA H&amp;S Officer will undertake appropriate competency checks prior to engaging a contractor.</p>
<p><b>Contractor risk assessments and method statements:</b> Contractors are asked to provide risk assessment and method statements relating to the specific works. This should include detail of measures</p>	<p>Suzanne Williams</p>	<p>Risk assessments and method statements are discussed prior to work commencing.</p>

taken to reduce the risk to pupils and school staff.		
<b>Ground maintenance and cleaning contracts:</b> The school have opted in to the contracts operated by the Authority.	Suzanne Williams	Julie Kearle - Caretaker is responsible for ground maintenance and cleaning the school
<b>Ground maintenance and cleaning contracts:</b> The school have opted out of the contracts operated by the Authority. The school must ensure they select a competent contractor as detailed above.	Greenfields Contractors Julie Kearle	Greenfields Contractors are responsible for maintaining gardening. 243 St Fagan's Rd Cardiff CF3 3DL
<b>Lone Working:</b> Staff are encouraged not to work alone in school. Works which are carried out unaccompanied or without immediate access to assistance should be risk assessed to determine appropriate control measures.	Suzanne Williams Julie Kearle All Staff	<p>Lone working is discouraged. Staff wishing to access the school during holiday time must in the first instance meet with the Head teacher to request approval.</p> <p>Staff will only be permitted to access the site and work during while the caretaker and cleaners are on site. This is usually in the morning during holiday time. Times to enter the school for lone working during the holidays must be agreed with the Caretaker. A risk assessment for estate staff lone working has been undertaken and communicated to all relevant staff.</p> <p>The following precautions are adopted by members of staff who work alone at the school:</p> <ul style="list-style-type: none"> <li>•Notifying another person of the time when they expect to finish lone working and informing them when they finish lone working.</li> <li>•Access to mobile telephones.</li> </ul>

		<ul style="list-style-type: none"> <li>•Making the school secure by locking the external doors when lone working.</li> <li>•Not carrying out high risk activities, such as, working at height when lone working such as working at height.</li> </ul>
<p><b>Play equipment;</b> All play equipment is maintained in safe condition. All equipment is periodically inspected</p>	<p>Suzanne Williams Julie Kealre</p>	<p>The external play equipment should only be used when supervised, equipment will be checked daily before use for any apparent defects, and Julie Kearle conducts a termly inspection of the equipment.</p> <p>PE Equipment annual inspection is completed by Gymnasium Services (58 Almond Ave. Risca. NP116PG)</p> <p>Play equipment is inspected annually by ROSPA.</p>
<p><b>Hazardous substances:</b> Where possible hazardous materials are substituted with non hazardous materials. Where this is not possible safety data sheets are obtained and COSHH assessments completed</p>	<p>Suzanne Williams Julie Kearle</p>	<p>The caretaker ensures that all cleaning materials are locked in the designated room, all staff being aware of the location of this room. The school regularly updates their COSHH risk assessment with the caretaker.</p>
<p><b>Inanimate manual handling:</b> Manual handling operations are risk assessed and staff has received appropriate information instruction and training.</p>	<p>Suzanne Williams All staff</p>	<p>In relation to all manual handling tasks that are out of reach, including display work, reaching for shelves, any task that is beyond arms reach, all staff must use step ladders to reach those areas.</p> <p>All staff are advised that before undertaking any manual handling task they ask themselves <i>CAN I MOVE THE OBJECTS WHERE I NEED TO SAFELY AND WITHOUT RISKS TO HEALTH?</i> Where staff feel the answer is no, or they are unsure, they have been advised to obtain assistance. Staff will then ask themselves the above question again taking into</p>

		<p>account the assistance obtained, e.g. a second person or making use of a trolley.</p> <p>A list of the regular manual handling tasks undertaken, including movement of stationery, raw materials etc. have been listed to indicate what this involves and this information is seen in risk assessment.</p> <p>The practice for setting out PE Equipment is detailed in the PE/Games Policy and strictly adhered to by staff who teach PE/Games. The practice for setting out/putting away dining chairs/tables is strictly adhered to by catering staff, mid days and pupils who help.</p> <p>All pupils who give manual handling support are assessed using the manual handling assessment forms included within the H&amp;S Manual. This initial assessment will identify if there is a significant risk of injury.</p> <p>Only staff who have received manual handling training or instruction are to participate in tasks involving the lifting of persons</p>
<p><b>Working with computers:</b> The school will adhere to the Authority's policy and guidance. Staff that use computers daily as the main part of the job will complete a workstation assessment.</p>	<p>Suzanne Williams Admin Staff</p>	<p>Any member of staff who is a user (i.e. they spend half their working week using computer equipment) of DSE has completed the 'User Audit' for the workstation where they work and a risk assessment completed. Templates and guidance are available on Cardiff Docs.</p>
<p><b>Site Security:</b> <b>See Security Policy</b></p>	<p>Suzanne Williams All Staff</p>	<p>The school has two access gates, which are locked after 9am until 3.05pm. The school pond has clear warning signage. The school's access points are covered by CCTV cameras</p>

<p><b>Vehicles:</b> The school will make every effort to reduce the risks associated with vehicles on site. Vehicle movement on site are risk assessed in the Traffic Management Risk Assessment.</p>	<p>Suzanne Williams All Staff</p>	<p>Deliveries can take place at any point in the school day however they have been asked not to attend site at the beginning and at the end of the school day due to the high numbers of pedestrians.</p> <p>Parents, unless there are exceptional circumstances or in possession of a disabled badge seen by the school, are not permitted to use the carpark, it is staff only.</p> <p>A traffic risk assessment has been completed by the SLA H&amp;S Officer and recommendations have been made.</p>
<p><b>Wellbeing:</b> The school and governing body are committed to promoting high levels of health and well being and recognise the importance of identifying and reducing workplace stressors through risk assessment, in line with the HSE and Authority's Well being Protocol. The school will cooperate with the L.A.'s Managing Attendance Team to monitor any related absenteeism linked to Well Being.</p>	<p>Suzanne Williams Governing Body</p>	<p>We recognize the importance of managing stress in the workplace. We will identify hazards and assess work related risks to mental health with the aim of reducing them as far as reasonably practicable. The Code of Guidance issued by the LA are fully supported by the Governing Body. Our school has a culture of nurturing within the school community and takes basic steps to discuss work-related problems with a focus on developing solutions. We also endeavour to encourage the understanding that the use of workplace counselling is a constructive, if not essential, dimension of the job.</p>
<p><b>Shared use of premises/ hiring rooms to third parties.</b> Hiring rooms and the shared use of school facilities is managed in accordance with the Authority's guidance.</p>	<p>Bright Buttons wrap around care service Louise McLaughlin</p>	<p>Bright Buttons to use allocated areas. Any alternative arrangements to be discussed with HT. Number ratios comply with regulations</p>
<p><b>Duty of care</b></p>	<p>All Staff</p>	<p>During the ten minutes prior to school commencing, all teaching staff should be in their areas ready to collect their class from the yard.</p>

		<p>No child/class is to be left unattended</p> <p>Children should walk at all times when moving around the school. If you are aware of a child misbehaving or acting in a dangerous way out-side of the classroom it is part of your duty to act within the ethos of the school and the behaviour policy.</p> <p>All staff have a duty to ensure that they know the fire doors, exit routes and exits.</p> <p>All staff have a duty to ensure cloakrooms are kept tidy and coats are on pegs and fire routes are clear. Bags are to be kept tidy.</p> <p>All staff have a duty of care that:</p> <ul style="list-style-type: none"> <li>- no dangerous objects e.g. scissors are left in reach of pupils</li> <li>- no trailing cables are left to trip over or catch on.</li> </ul> <p>Pupils are strictly not allowed to use the photocopier, or enter the PPA room without instruction.</p> <p>No hot drinks are allowed in teaching areas during teaching hours or clubs. When drinks are transported outside of the staff room any spillages must be cleared up immediately.</p> <p>Children are not allowed to climb on or over any of the gates or fences within the school grounds.</p> <p>If any Personal Protective Equipment is identified as necessary for any employee or child whilst engaged in</p>
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		school activities, it must be provided and stored correctly.
<b>Supervision at break times</b>	All Staff	<p>All teaching staff undertake timetabled supervision of morning and afternoon play (FP). This is also to include cover for wet play. It is recommended that staff circulate amongst the children when supervising at playtime</p> <p>During periods of dry weather when the field is firm, the children are allowed on to the field at break and lunchtime. When the weather has been wet, the children are not allowed on the field or on the grass verges surrounding the playground.</p> <p>An electronic bell rings at the end of breaks. Staff should leave the staff room promptly at this time.</p> <p>The teacher on duty then rings the bell/blows a whistle; all children should stand quietly and then walk to line. Their teacher then accompanies them into class.</p> <p>During “wet playtimes” when children have to stay indoors, a member of staff has to be in each teaching area i.e. in KS2 in Y6, Y4/5 and Y3 and in UFP in both Y1 and Y2. During “wet playtimes” within their own class, children may use appropriate equipment approved/ allocated by the class teacher for that purpose.</p> <p>Teachers on “duty” must be supervising the children as soon as playtime starts.  <b>It is each class teacher’s responsibility to ensure that a teacher is on duty before sending their class out to play.</b></p>

<p><b>Lunchtime Procedures</b></p>		<p><b>FP Lunchtime</b></p> <ul style="list-style-type: none"> <li>● Each class own midday supervisor</li> <li>● All FP in hall for sandwiches and dinners</li> <li>● Y6 children on rota to sign FP children on iPad and inform cook of selection</li> <li>● Midday supervisors to take children outside once majority of class has finished</li> <li>● Adult to remain to wipe down tables ready for KS2</li> </ul> <p><b>KS2 Lunchtime</b></p> <ul style="list-style-type: none"> <li>● 2 adults outside, 2 adults in hall.</li> <li>● Dinners to be sent to hall once space is available from Y3 to Y6.</li> <li>● Adult to sign dinners in on the iPad and inform cook of selection</li> </ul> <p><b>Wet Play Lunchtime</b></p> <ul style="list-style-type: none"> <li>● Sandwiches eat in classes, dinners straight to hall once space is available</li> <li>● Each class supervised in own classroom. 1 adult to monitor Y4/Y5 in class, other adults to stay in hall</li> </ul>
<p><b>Curriculum Teaching Activities</b></p>	<p>All Staff</p>	<p><b>SCIENCE</b></p> <p>The school follows the guidance for safe practice in science as given in 'Be Safe' produced by the ASE and endorsed as a standard by the Education Service. The hazards associated with Science are controlled by following the guidance contained therein.</p> <p><b>GAMES/PE</b></p> <p>The school follows the guidelines contained in 'Safe Practice in Physical Education' produced by BAALPE</p>

		<p>and endorsed as a standard by the Education Service. The main risks associated with this activity relate to personal injury as a result of falls, collisions and being hit by objects. These risks are controlled by following the practices indicated in the above standard.</p> <p><b>Jewellery:</b> It is a regulation of the LA that earrings or any other jewellery must not be worn for PE or Games. Sticking a plaster over the earring is insufficient.</p> <p><b>Protective items:</b> In the interests of the health and safety of pupils, the school has adopted LA advice of pupils wearing appropriate protective items when engaging in activities which are considered by the school to be of higher risk or are likely to involve significant or harmful physical contact. This involves protective items for all our pupils when engaged in contact sports. This includes shin pads for football, helmets for cricket and mouth guards for rugby.</p> <p>Teachers, Referees and Team Coaches are not qualified to make judgement on the quality of protective items; that remains the responsibility of the parent / guardian. The school's responsibility is to see that the protective item is being worn where recommended.</p> <p><b><u>DESIGN TECHNOLOGY</u></b> The school follows the guidance for safe practice in technology contained in 'Make it Safe' produced by the NAAIDT and endorsed as a standard by the Education Service.</p> <p><b><u>ART</u></b> Control measures are in place for safe use of equipment.</p> <p><b><u>USE OF CANDLES</u></b></p>
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		Safety lighters are used and control measures are in place for the safe use of candles
<b>Use of internet</b>		An agreed approach to Online Safety is vital and detailed in the school's Online Safety and Internet Access Policy. These policies highlight the importance of internet and digital communications and how internet access is managed for the safety of the whole school community.
<b>Swimming Arrangements</b>	Staff accompanying pupils	The hazards associated with this practice are the potential for drowning and slips/falls associated with wet surrounds to pools. These are controlled by following the specific arrangements specified by the swimming establishment.
<b>Transport</b>	All Staff	<p>The school has adopted LA guidelines for the transport of pupils. One of the following options will therefore be used.</p> <p>a) Staff transport equipment in their own cars. Staff who use their own cars must confirm that their insurance policy covers them for this purpose. Such cover is not provided by the LA.</p> <p>b) Staff transport pupils/equipment in a minibus or taxi hired in for the purpose.</p> <p>c) Transport and driver are hired from a reputable source. <b>This is the usual practice for the school for transporting pupils.</b></p> <p>d) The parent(s)/guardian(s) of the pupils are advised of the venue and time of activity and that their son(s) /daughter(s)/ward(s) are required to be there at that time. They agree to transport their children to the venue. The school plays no part in the organisation of private arrangements</p>
<b>Sun Safety / Dehydration</b>	All Staff	Communication with parents regarding sun safety is made via the newsletter. Children apply their own

		<p>sunscreen and parents are reminded to include sunscreen for educational visits (refer to Guidelines for the Organisation of Educational Visits). A school cap is available for protection from the sun.</p> <p>All classes have access to water. A school water bottle is available</p>
<b>Equipment</b>	HT All staff	<p>All equipment on site will be maintained in efficient working order to ensure that it is safe to use.</p> <p>Without detracting from the generality of the above the following arrangements have been made.</p>
<b>Review of health and safety policy:</b> It is recommended that this policy and the arrangements are reviewed periodically at least every 2 years.	Suzanne Williams Governing Body	<p>The arrangements relating to responsible persons and contractors should be updated as responsibilities and contracts change. The policy will be reviewed every 2 years.</p>

**List of Appendices below:**

P 36 Appendix 1: Assessing Risk

P42 Appendix 2: Lone Working

P44 Appendix 3: Guidance on Photographs of Children

P48 Appendix 4: How to Lift Safely

P52 Appendix 5: Dealing with Stress Guidelines

P54 Appendix 6: Infection Control Guidance: Procedures for Cleaning and Disinfecting after Vomit, Urine and Diarrhoea Incidents

P55 Appendix 7: Blood Borne Infections

## **Appendix 1**

### **Assessing Risk**

All schools must undertake an assessment of the risks related to the regular and occasional activities that take place within the school. These activities include those involving teaching and non-teaching staff, children, parents and other visitors to the school.

The whole point of having written risk assessment documents is that they clearly present an analysis of the school at work, and the correct mode of operation in certain circumstances. The benefits of such an approach are numerous, not least including:

**A clear statement that this primary school takes its responsibilities for the wellbeing of children, staff and visitors seriously.** If, sadly, an accident does happen there may well be an enquiry. If during the course of that enquiry it becomes clear that the school had well-written risk assessment documents in place, of which all staff were well aware, and which were acted upon, then the enquiry is much more likely to find in favour of the school

**The generation of a hierarchy of risks.** This allows the school to ascertain which risks are so serious that money should be spent on reducing them, and which ones can be left.

**Compliance with the law.** Risk assessment documents acknowledge the numerous laws and directives which relate to the everyday activities of school life. Undertaking the risk assessments brings home to staff the need to abide by these laws and directives. Failure to comply can lead to fines, imprisonment, civil action, and debarment from work with children.

**A recognition that not all risks have to be dealt with.** Inherent in the risk assessment approach to schooling is the view that some risks are so trivial that one does not have to consider them. This view is often not clearly understood by all members of staff.

**Better education.** Risk assessment documents can ensure that teachers and others in school do follow best practice at all times when working with children. Risks are everywhere in life, and being involved in a risk assessment at work can lead to a greater understanding of the risks involved in other aspects of life.

**Reduction of accidents.** Most accidents can be avoided if a proper risk assessment is undertaken and the results implemented. It is no longer acceptable in any walk of life to wait for an accident to happen, and then take steps to stop it happening again. The government and the public at large now demand action to ensure that more serious accidents in schools are not allowed to happen.

**Improvement of conditions for administrators and teachers and others in the school.** Just as children deserve a good education, so teachers and administrators deserve reasonable working conditions. Again, this problem is only confronted by the development of policies which specifically look at the work place of teachers and administrators and the issues that arise from the use of a particular building.

**Here are the five types of risk that we can see emerging:**

### **1. Trivial or insignificant risk**

No action is required to deal with trivial risks, and no records need to be kept. The real world that we all inhabit is full of trivial or insignificant risks, which we don't even notice as we proceed through daily life.

### **2. Acceptable risk**

If a cost-effective solution to an acceptable risk is available, it should be considered, providing that no moderate, substantial or unacceptable risks remain to be resolved. Normally, acceptable risks are dealt with if the cost is zero or close to zero and if the result of the solution can be monitored to see if it makes any impact. In many cases solutions to acceptable risks appear to be helpful, but cannot be measured because the risk is so small. In such cases the school may feel that it has better things to do than to take any action at all.

### **3. Moderate risk**

Moderate risks must be examined, but the reduction of the risk must relate to the cost. The aim of risk assessment is not to reduce moderate risks no matter what the cost but to reduce moderate risks where the cost permits.

Once a full review of risks has been implemented and the substantial and unacceptable risks noted below are eliminated, a time scale should be set up for the reduction of moderate risks to an "acceptable level". But we must recognise that on occasion the cost implications will be so great that the action to be taken will be little more than notices regularly given to staff and/or children, advising them of the risk.

Where action is taken, moderate risks must be reviewed regularly to see if the changes made have reduced the risk status to "acceptable" and to ensure that changes in circumstances are not resulting in the moderate risk becoming a substantial risk

### **4. Substantial risk**

The identification of a substantial risk invariably means ceasing the activities that give rise to the risk, until the risk is reduced to a moderate level. Sometimes this can be done through a temporary measure – for example by limiting the use of a particular stairway to certain classes in

order to cut the number of people using it at any one time, and by placing members of staff on permanent duty at the location during danger periods.

Substantial risks can never be left because of lack of resources – a lack of resources can only mean that the entire facility that gives rise to the risk is shut down or operates at a reduced level, pending the arrival of more funds.

## **5. Unacceptable risk**

By their very title it is clear that unacceptable risks cannot be accepted within a school and work should not take place in any area with an unacceptable risk until the risk is resolved. Obviously, there will be a need to consider the costs involved in resolving the risk, but nevertheless there is an absolute legal duty here to get this risk reduced to moderate level. Educational needs cannot supersede this level of risk – you cannot argue that you had to allow the stairs to be used because otherwise the school would have to shut. In the face of this sort of risk, you have no choice other than to reduce the risk irrespective of the cost or disruption that results.

### *General/Generic and specific risk assessment*

General risk assessments apply where there are issues which can affect everyone – such as emergency situations, working alone after hours, first aid requirements and risks inherent within the use of the buildings and with working with children. The risk assessment committee is likely to introduce these factors to its considerations itself.

Specific risk assessments are related to specific tasks such as the use of a particular piece of equipment in design-technology, working with children in a swimming pool and so on.

### **Specific risk assessment**

By their nature specific risk assessments affect one person or one curriculum area are best assessed by those involved.

Each specific risk assessment should be filed and checked to ensure that it is of a suitable standard to be incorporated into the programme.

### **Psychological risks**

The risk of psychological damage to children and employees within a school is very real and there is some evidence that more legal cases have been brought in recent years over psychological damage to individuals (through bullying and stress for example) than for physical injury.

Psychological risks differ from physical risks in that they only affect certain people. While everyone in the school hall will suffer physical damage if the floor gives way, only some of the children will also suffer trauma from the event. Likewise, as is well attested, one person may find a situation stressful, while another working in the same school with the same children may not. Some children are bullies, some are bullied, some are neither.

For this reason, it is important that this area of risk assessment carries several strands.

Risk assessments will be carried out from time to time for the potential for psychological damage as a result of being in a school. In other words, there must be a review of the damage that can result from being bullied, or from feeling that the situation is getting out of control. There must be an awareness of the psychological damage that can result from a decline in self-esteem, a feeling of stress or an inability to cope, and so on.

Procedures are already in place so that signs of bullying and stress are likely to be picked up, and action taken before the situation gets out of hand (Anti-bullying Policy).

Information is available for staff and pupils so that they are advised of what to do in the event that they feel there are psychological issues facing them. Everyone must be aware that if they feel they have any issues relating to stress or other psychological issues, they should follow the procedure recommended by the school.

### **The assessment of risk in relation to health and safety**

The overriding requirement for risk assessment contained within the Management of Health and Safety at Work Regulations requires an assessment of the work-related risks to employees, children, visitors and members of the public, arising out of a school's activities. The aim is to assist in identifying those measures which are needed to remove or otherwise control the risks and to mitigate the consequences.

The provision of information, instruction and training along with the degree of supervision also constitutes control measures. It is also necessary to consider whether there are any specific groups of individuals who could be at particular risk under some circumstances, e.g. disabilities affecting their ability to evacuate the building in an emergency.

### **How to use a risk assessment**

Risk assessment forms allow you to consider the range of risks that might arise through an activity, or which are inherent in a location.

Risk assessment forms do not tell you what to do – they tell you about the risks that you might consider. Some of the risks might be so trivial that you need to do nothing about them. Others, in extreme cases, might require the immediate closure of part of the school or the cessation of certain activities, until such time as the issues are resolved.

The risk assessment therefore exists to search for risks – in itself it does not tell you what it is possible to do. It is only after the risk assessment is complete that what is possible becomes part of the school's analysis. If the risk is slight, and it is not possible to reduce the risk, then it is acceptable to do nothing.

### **Risk analysis reviews**

All risk analyses should be reviewed regularly – it would not be unreasonable for each risk assessment and its resultant policy to be reviewed once every two years.

In addition, each risk assessment should be reviewed following any incident or accident which falls within the ambit of the policy. For example, if there were to be a near miss involving a delivery vehicle and a child who was travelling from a regular classroom lesson to a special needs lesson in an annexe, then the policy on deliveries should be re-considered at once. What changes are then made will depend on the nature of the event and the risk of it happening again, but by having the risk assessment at the heart of the re-appraisal, the school will avoid implementing sudden changes of policy which may look good on the surface but which in reality spend a lot of time and money covering very low risks.

### **Ensuring that everyone knows about risk**

Risk assessments, and the procedures that you evolve as a result of your risk assessment must be shared with those whom they affect e.g. pupils, other staff.

### **School Visits**

Leading groups of children and young people off-site is a complex and demanding responsibility. It is a fact that once the group move away from the established boundaries and security of the school site, then there is an increased exposure to risk. It may be:

- From the environment (traffic, deep water, steep drops, bad weather etc)
- From other members of the public
- That pupils behave differently (disobedience, inability to work together, inability to take personal responsibility, etc)
- Inability for the staff team to work together consistently
- Inadequate supervision
- Inadequate activity

- Staff competence

Remember, while you cannot remove all risk, a party leader's job is to manage access to the risk so as to exercise "reasonable care".

### **Suggested stages in risk assessment**

#### **1. Identify potential hazards for the group**

- ***Concentrate on significant hazards, e.g. roads, water, drops, getting lost etc (Do not forget residential issues or times between activities)***

- Identify those at risk: Risk Rating
- Remember that the employer has a responsibility for teachers and assisting adults as well as for pupils. Other users of a location must also be considered, e.g. those below if rocks fall from a height

#### **2. Evaluate the risk and the possible outcome**

Consider the likelihood of each hazard causing harm. This will determine whether or not you need to do more to reduce the risk. Even after most control measures have been exercised some risk will usually remain. You must now make a judgement for each significant hazard and decide whether the remaining risk is high, medium or low.

- questions about a specific hazard associated with the activity
- if the current controls are adequate?
- what is the risk?
- what further control measures are needed?

#### **3. Final control measures**

Normally, if you consider the risk to be medium or high then this is not acceptable. Your options are either to omit this part of the programme or to increase your controls (precautions) until the risk level is low.

#### **4. Record your findings**

You need to be able to show that you have dealt with all significant hazards, taking into account the number, experience and age of the people who are involved. This includes the known competence of assisting staff. You must be able to show that the controls are reasonable and adequate and that the remaining risks are low.

Record that you have shared this outcome with all staff and pupils on a venture/ activity/lesson

Where a generic risk assessment is involved it should be revised regularly in the light of experience.

## **Appendix 2**

### **Lone Working**

#### **Who is classed as a lone worker?**

Lone workers are people who work on their own with little or no supervision. Thus in the event of an emergency there is no one to give assistance, or summon help. There is no time limit attached to working alone. It may be for the whole work period, or only for several minutes. This can take place in a number of situations. For example; people who work by themselves in retail premises in a garage, small shops, kiosks; home workers; people who work separately from others, e.g. in a factory, warehouse, etc.; people working outside normal hours e.g. cleaners, maintenance and repair staff; mobile workers working away from their base e.g. postal staff, social workers, home helps, drivers, architects, painters and decorators, doctors, milkmen, estate agents, etc.

#### **Is it legal for people to work alone?**

There is no law which says that people cannot work on their own, however the Health and Safety at Work etc. Act 1974 places a duty on the employer. Lone work is work which is specifically intended to be carried out unaccompanied or without immediate access to another person for assistance. It is not the same as the chance occurrence of finding oneself on one's own; for example, in every workplace there is somebody who arrives first and somebody who leaves last, or an individual may need to go to an unoccupied storeroom. An individual who has either visual or audible communication with another person would not be considered as working alone.

Lone working can occur:

- During normal working hours at a remote location either within the normal workplace or off site;
- When working outside normal working hours.

Flexible working hours are a valuable and necessary component of our environment. However, wherever reasonably practicable work should be contained within recognised working hours.

#### **What would a safe working procedure include?**

Checks should be carried out, for example, by regular visits of a supervisor, another employee or other designated person; or a system by which workers are required to check in at regular intervals. Where personal checks are used the duration between checks should be based on the estimated hazard of the job. Periodic telephone contact may be adequate for low risk working alone situations.

Our school Policy requires health and safety to be proactively managed by carrying out assessments of activities and adopting safe working arrangements to control risks. The same principles apply when considering those who might be required to work alone. However, special

attention is needed when assessing lone working because the risks inherent in such work are exacerbated by the lack of normal channels of support. Working alone by definition means there will be no direct supervision. The training provided to those working alone, and the level of competence that they will need to demonstrate before being allowed to do so are therefore especially important.

The process of conducting a risk assessment for lone working is no different to that followed when assessing more conventional activities. The important point is to carry out the assessment systematically in the following way:

- Identify the hazards associated with the work and carrying it out unaccompanied
- Assess the risks associated with the work and decide on the safe working arrangements to control these risks
- Record the findings of the assessment
- Implement the safe working arrangements
- Monitor and review the safe working arrangements

## **Guidance on Photographs of Children**

### **1. Introduction**

St Bernadette's should be able to make full and proper use of photographic images while meeting the law and preserving the safety of children. Concerns focus on issues around rights of privacy, child protection and copyright ownership.

### **2. Typical Uses of Photographs**

- Key skills for PE.
- Performing arts including dance and movement, concerts, drama performances, parent evenings.
- Sports days and sports fixtures and the use of photographic equipment by parents and carers and children from the other school.
- Media including newspapers and television especially when some editors request children's names when publishing photographs.
- Displays in the establishment of children's activities.
- School web-sites.
- Staff training and professional development activities.
- Publicity material for contractors.
- Site security / CCTV videos.

### **3. Governing Body**

The Governing Body formally support and adopt these guidelines as policy and good practice. We ensure that the child protection and health and safety governor are aware of and support the policies and procedures.

### **4. Ownership**

Human Rights legislation and the Data Protection Act 1998 give people new rights and it is the right to 'privacy' that is the issue when using photographs. We respect the rights of people in photographs.

The Copyright, Designs and Patent Acts 1988 moved the ownership of copyright to the photographer (or their employer) and away from the person commissioning and paying for the photographs, unless there is an agreement otherwise.

### **5. Good Practice**

St Bernadette's follows the following good practice in the use of photographic images involving children.

- When taking a photograph, we ensure consent has been given from their parent or carer. Parents sign a detailed consent form.
- If we use the photo for the newsletter or media, we have a signed agreement that parents/carers have given permission.
- We use the image in its intended context.

We follow the commitment made in the consent forms:

- Not to name the child;
- Not to use the photograph out of context;
- Not to use the photograph to illustrate sensitive or negative issues.

When photographing children, we:

- Ensure that parents and carers of young people have signed and returned the school's consent form.
- Ensure all children are appropriately dressed.
- Avoid images that only show a single child with no surrounding context of what they are learning or doing. Photographs of three or four children are more likely to be used and also are more likely to include their learning context.
- We do not use images of a child who is considered very vulnerable, unless parents / carers have given specific written permission.
- We avoid naming young people. If one name is required then use the first name only where possible.
- We use photographs that represent the diversity of the young people participating.
- We report any concerns relating to any inappropriate or intrusive photography to the head teacher.
- We remember the duty of care and challenge any inappropriate behaviour or language.
- We do not use images that are likely to cause distress, upset or embarrassment.
- We regularly review stored images and delete unwanted material.

## 6. Parental Permission

Use of images of children, require the consent of the parent / carer. Permission is obtained by using the school's permission form, when a child joins the school. The form covers the school using the photographs in publications and on web-sites. Parents are encouraged to contact the head teacher / office if they change their consent.

When a parent does not agree to their child being photographed, it is recorded on the class overview sheet for 'permission slips' and staff make every effort to comply sensitively.

When photographic images are transmitted or shared beyond the establishment e.g. television broadcasts, images on intranet sites, specific permission is obtained.

### **7. Inter-School Fixtures**

These guidelines apply to inter-school events. If a vulnerable child is involved, it will be necessary to liaise with a member of staff from the other establishment so that they are aware of the wishes of the parents or carer of the child and seek the cooperation of the parents of the opposing team.

### **8. Teacher Training and Portfolios**

During teacher training and with newly qualified staff, colleagues need to compile portfolios with photographs of children during lessons. Staff should act responsibly in compiling these images. The school link tutor will oversee the compiled images as part of the management process and consider their appropriateness.

### **9. Displays in Schools**

Still photographs shown on displays and video clips available during open / parents' evenings should depict children in an appropriate way. They should not display images of children in inappropriate or revealing clothing so appropriate levels of integrity and decency are maintained. We do not use photographs or images likely to cause embarrassment.

### **10. Parents Evenings, Concerts, Presentations**

To allow the appropriate recording of children's images by parents / carers:

Ensure that children are appropriately dressed;

Be aware of any child who should not be photographed;

Monitor the use of cameras and anyone behaving inappropriately.

### **11. Children Photographing Each Other**

This practice can occur extensively during offsite activities particularly during residential periods. There may be incidents where children take inappropriate photographs, perhaps showing friends and other children inappropriately dressed. Staff should endeavour to discourage this practice, but ultimately parents are responsible for monitoring their child's use of cameras and subsequent use of their images involved.

### **12. Use of Internet / Intranet Sites**

All staff know good practice and ensure that the school only uses appropriate images that follow this guidance. For example, if a child has successfully completed a gymnastics award, it would be appropriate to show the child in a tracksuit rather than leotard.

### **13. Mobile Phones**

The use of mobile phones are only permitted with a signed agreement.

### **14. Close Circuit Television (CCTV) – Refer to CCTV Policy**

Our school has such equipment for the following uses:

- As a method of controlling access.
- An aid to site management in monitoring incorrect parking, manoeuvring vehicles, delivery arrivals etc.
- Pupil behaviour issues / bullying. As a behavioural tool during breaks and lunch times on the yard it can be used to identify hot spots of inappropriate behaviour.
- As an aid to members of staff with particular responsibility for behaviour management.
- To monitor personal safety for caretakers, cleaners etc.
- To monitor site safety and security.
- As an effective deterrent for crime.
- As a means of crime reduction and discouraging trespass.

### **15. Types of Recorders**

Video images are recorded onto tape using usually, time lapse techniques. Images are only retained for a designated period. Regular auditing of the stored images should be undertaken by a senior member of the management team.

Digital Images - Increasingly the images are retained on computer hard drives.

They should also only be stored for designated periods and then erased from the hard drive.

In both incidences it is essential that the images are retained securely and are viewed by designated, competent members of staff.

#### **Out of School Hours**

Cameras may record inappropriate activities taking place on the school site, without the school's knowledge. If they are of a criminal nature, consideration should be given by a senior member of the management team to referring the information to the police.

Again, images should be erased in accordance with the procedures above.

### **16. Review of Guidelines**

The content of these guidelines will be reviewed in line with the Health and Safety Policy.

## **Appendix 4**

### **HOW TO LIFT SAFELY**

#### **Preparation**

- Plan the route, ensure that there are no obstructions, closed doors, uneven floors etc. and that there is space to put the object down. Accidents often happen when a person is struggling to open doors whilst holding onto an object with one hand.
- Check the load before you attempt to lift it and ensure it is not too heavy, bulky or unstable to be lifted safely.
- Judge the weight by moving it slightly before you attempt to lift it.
- Ensure there are no sharp edges.
- Decide how the object will be lifted.

***Think Carefully Before You Attempt to Lift Anything!***

#### **SAFE MANUAL HANDLING TECHNIQUE**

##### **Plan the move (Stop and Think First)**

Where is the load going to be placed?

- Are handling aids needed (e.g. sack barrow, trolley etc.)?
- Do you need help to move the load from someone else?
- Do you need someone to hold doors open for you?
- Do obstructions such as discarded wrapping need removing?
- If the lift is a long one from floor to shoulder height, aim to carry out the lift in two stages by resting it on a table or bench whilst you change your grip?

##### **Foot Position**

- Place the feet hip width apart with one foot slightly in front of the other to give good balance and stability. (You need to wear suitable clothes and footwear.)
- The leading foot should always face the direction of travel to prevent damaging twisting movements to the spine.

##### **Posture**

Bend the knees when lifting so that the hands are approximately level with the waist when grasping the load.

- Try to keep your back straight but not unnaturally so, the back naturally assumes a series of curves. Tucking in the chin helps.
- Get close to the load
- Keep the shoulders level and facing in the same direction as the hips.

### **Hand Grip**

Get a firm grip with your hands (use appropriate gloves if necessary )

- Try to keep the arms within the boundary formed by the legs.
- The position and nature of the grip depends to some extent on the individual but it must be secure.
- A hook grip is less fatiguing than keeping the fingers straight.
- Use the palms of the hand as well as the fingers.
- Never grip with the finger tips alone.
- Lean forward a little over the load if necessary to get a good grip.
- If there are handles on an object use them to get a good grip.

### **Load Position**

Anything you lift should always be held as close to the body as possible.

- The closer to the body the load is held the less stress it creates on the spine.
- If the load is on the floor, straddle it.
- If the load is on a bench then one foot should be placed underneath it.
- Try to load the spine evenly on both sides, for example, if possible split the load in two, and carry one half in each hand.
- If this is not possible, swap the load from side to side from time to time.

### **The Back**

Always keep your back straight when moving and handling loads;

- Never twist or bend your spine sideways or forwards when moving and handling loads
- Keep relaxed at all times.

### **Use Your Body Weight**

Use the weight of your body to help lift an object smoothly.

- Move smoothly without jerking as this can cause injury.

## **Arms**

- Keep your elbows close to the body as possible; this helps to ensure that it is the legs and not the arms which do the moving.
- When stacking boxes above waist level, an upward movement of the box can be obtained by thrusting upwards with the legs so the body weight is behind the movement. The hands should be moved behind the load to steady it when being placed onto a stack.

***DO NOT ATTEMPT ANY MOVE OR HANDLE ANY LOAD WHICH IS BEYOND YOUR PHYSICAL CAPABILITY AND CAUSES YOU TO STRAIN!***

## **Other matters to take into consideration**

Never allow a load to obscure your vision. Ask someone to guide you if need be.

- Avoid carrying loads over long distances as much as possible. This can markedly increase the risk of injury. Plan resting and recovery points on the journey.
- Do not carry objects with a large surface area, for example, sheets of hardboard in windy conditions unless adequate precautions have been taken.
- Lifting above shoulder height is difficult and more likely to lead to injury as the legs cannot be bent and the body weight used.
- Where possible only small infrequently handled items should be stored at or above shoulder height. Sturdy steps should be provided to allow these items to be reached without straining.

## **TWO PERSON OR TEAM MOVING AND HANDLING**

More than one person will be needed to lift heavy or bulky loads.

- Pairs or teams must be matched for height if possible
- One person should be chosen to take the lead as timing and co-ordination are essential.

## **PUSHING/PULLING**

When sliding objects along the ground or floor pull it rather than push it.

- Pulling creates less stress on the spine than pushing.

## **DIFFICULT LOADS**

### **Moving and Handling of People**

Moving and handling of people must only be undertaken by staff who have been trained to do it safely using the appropriate moving and handling aids.

## **MANUAL HANDLING IN AWKWARD PLACES**

Not all manual handling of loads is straightforward, for example, from floor to shelf.

Awkward places include vehicles and places with inadequate space to stand up straight or turn around. For example, moving computer equipment into the boot or back of a car to take out on site requires careful assessment.

Where it is impossible to redesign the task, special training will be required to enable manual handling in awkward places to be carried out safely.

### ***Remember:***

***If you are concerned about the safety of any moving or handling task, please consult the Headteacher.***

## **SAFE MANUAL HANDLING**

Safe manual handling relies on the two following principles:

Fully utilising the strong leg muscles rather than the weaker muscles of the back;

- Using the momentum of the body weight to start movement in the desired direction.

These two principles can be applied if strict attention is paid to a special procedure. This procedure can be divided into:

1. Correct position of the feet
2. Straight back (but not unnaturally so)
3. Arms close to the body (for both lifting and carrying)
4. Correct hold
5. Obtaining help with heavier loads

## Appendix 5

### Dealing with Stress Guidelines

#### What is stress?

HSE defines stress as **“the adverse reaction people have to excessive pressure or other types of demand placed on them”**. Pressure is part and parcel of all work and helps to keep us motivated. But excessive pressure can lead to stress which undermines performance, is costly to employers and can make people ill.

#### What is work-related stress, and why do we need to tackle it?

There is a difference between stress and pressure. We all experience pressure on a daily basis, and need it to motivate us and enable us to perform at our best. It's when we experience too much pressure without the opportunity to recover that we start to experience stress. The HSE definition of stress is “the adverse reaction a person has to excessive pressure or other types of demand placed upon them”. We can all feel stressed at times when we feel as though everything becomes too much, when things get on top of us, or when we feel as though we are unable to cope. It affects us in different ways at different times and is often the result of a combination of factors in our personal and working lives.

Work-related stress can be tackled by working with your employer to identify issues at source and agreeing realistic and workable ways to tackle these.

To help do this, HSE has produced new Management Standards.

*As an organisation our school will, “talk regularly with their employees and have sound systems and procedures in place for dealing with issues like absence and do all possible to avoid work-related stress and to be able to deal with potentially stressful situations when they arise.”*

#### What can I do if I am experiencing work-related stress?

- You should be listened to and help should be available from your manager or employee representative.
- In the past, the causes of stress were well known but little if anything was done to fix them. The new Standards mean managers will now have to work with you to find solutions, so your problems should reduce over time.
- The processes involved with the Standards mean that employees and their representatives will be given an opportunity to give their views and to help create action plans to help reduce stress at work.

#### How can I help?

As an employee, you too have a duty to take care of your health and safety at work. You should:

- Familiarise yourself with HSE's risk factors and Management Standards so you can contribute more fully to discussions.
- Speak up if you're experiencing a problem, and talk to your SMT to find a win-win solution. Remember, it's part of their role to help you do this.
- Help management to help you. To put effective plans in place, management will need information from you, so take an active part in any discussions or stress risk assessments, and make sure you complete any questionnaires when you are asked to do so.

- Remember that consultation is a two-way process. Your Headteacher must take your opinions into consideration when deciding what actions to take, and must communicate the reasons for their decisions. Likewise, you need to work with the Headteacher.
- Read all communications. Make sure you understand the reasons for decisions and provide feedback if required.
- Attend any stress management training courses arranged by your employer, which will help you understand stress and how to deal with it.
- Recognise that you have a responsibility for your own personal stress and try to help yourself where possible.
- Try to identify the causes and what you can do to make things better. Ideally, tell your Headteacher at an early stage. If your stress is work related, this will give the SMT the chance to help and prevent the situation getting worse, while even if it isn't work-related, they may be able to do something to reduce some of your pressure.
- If the source of pressure is your line manager, find out what procedures are in place to deal with this in your school. If there aren't any, talk to your employee/ HR department or LA Assistance Counselling Service (if you have one).
- Many employees are reluctant to talk about stress at work, due to the stigma attached to it. They fear they will be seen as weak. But stress is not a weakness, and can happen to anyone. Remember: this is an issue both you and employer should take seriously.
- Under UK law, employers have a "duty of care" to protect the health, safety and welfare of all employees while at work. They also have to assess the risks arising from hazards at work including work-related stress. To help employers understand how to do a risk assessment for work-related stress, HSE has identified six key areas (or "risk factors") that can be causes of work-related stress. These are:
  - The **demands** of your job
  - Your **control** over your work
  - The **support** you receive from managers and colleagues
  - Your **relationships** at work
  - Your **role in the organisation**
  - **Change** and how it's managed

Together as a staff the school will:

- Assess the risk and potential causes of stress within our school—
- for example, by looking at sickness absence records or attitude surveys, or conducting specific stress-related surveys or focus groups.
- Use these to assess how the organisation is performing in relation to the six risk factors. This includes having an open arena for staff to talk together to identify stress "hot spots".
- Decide on improvement strategies, in consultation with staff or their representatives.

The Teacher Support Line (08000 562 561) a national counselling support and advice service, has been available for all teachers in England and Wales since September 1999.

## **Appendix 6:**

### **Infection Control Guidance: Procedures for Cleaning and Disinfecting after Vomit, Urine and Diarrhoea Incidents**

At St Bernadette's Primary School, we promote a high standard of health, hygiene and care in our day to day contact with children and adults

#### **Cleaning and disinfecting areas after vomit, urine and diarrhoea incidents**

- All staff to use the "Urine and Vomit Spill" pack to clean up after incidents
- Staff to follow instructions on pack/ and as shown in "in house" training
- "Urine and Vomit Spill" packs are stored in the caretaker's cupboard
- After a vomit/ urine/ diarrhoea incident the caretaker must be informed so that a deep clean can be completed

#### **Cleaning children after a vomit, urine and diarrhoea incident**

- Parents must be informed immediately of the incident
- 2 members of staff must always be present when a child needs to be cleaned/ changed
- Staff must always wear disposable aprons and gloves and use equipment from the changing box which contains wet wipes, paper towels, disposable changing mats, plastic bags, aprons and gloves
- Child to be cleaned with wet wipes and changed into clean clothes
- Soiled/ used changing mat, wet wipes, paper towels, aprons and gloves to be placed in a plastic bag, tied and disposed of immediately in the outdoor bin
- Soiled clothes to be placed in a plastic bag to be given to parents
- When parents collect children, they must be told/ reminded about the "48-hour rule"
- The area in which the child has been changed must be cleaned with anti-bacterial cleaner and the caretaker informed so that a deep clean can be completed
- A record of the incident to be recorded in the LFP record log

## Appendix 7

### CARDIFF COUNCIL

#### BLOOD BORNE INFECTIONS - POTENTIAL EXPOSURE PROCEDURE & RECORD

##### **Management of accidental exposure to blood or body fluids**

Despite safe procedures, accidents may occur which require first aid, post-accidental assessment and if indicated, immunisation. Post-exposure immunisation/prophylaxis can prevent some infections occurring after there has been a significant exposure to infected blood or bodily fluids. The types of accidents which might lead to exposure are given below. All staff involved in **significant** exposure incidents should follow the post accidental exposure procedure. Staff who have already been immunised against Hepatitis B should also follow the procedure because need for a booster injection and the risk of other infections will need to be assessed. Staff involved in **non-significant** exposure should follow the post accidental procedure up to and including stage (iii).

##### **SIGNIFICANT EXPOSURE INCIDENTS**

- **Blood on laceration/abrasion.** When an open cut or abrasion is contaminated with the blood of another individual, e.g. (a wound caused by a sharp instrument such as a razor or needle which is contaminated with blood.
- **Blood on a mucous membrane.** When the mucous membrane (i.e. the lining of the eyes, nose, mouth) is contaminated with blood from another individual.
- **Body fluid on laceration/abrasion.** When an open cut or abrasion is contaminated with the body fluid (saliva, urine, semen) of another individual, e.g. a bite which draws blood.

##### **NON –SIGNIFICANT EXPOSURE INCIDENTS**

- **Body fluid on a mucous membrane.** When a mucous membrane (i.e. the lining of the eyes, nose or mouth) becomes contaminated with the body fluid from another individual, there is a theoretical risk of transmission. However, transmission after such an incident is so unlikely that such exposures are considered to be **non-significant**. The affected mucous membranes of the mouth, nose or eyes should still be irrigated copiously with water. Attendance at the Accident and Emergency Department (A&E) will not normally be required but the Occupational Health Service should be contacted to determine whether in the particular circumstances of the incident any further action is necessary. (NOTE: If body fluid is blood-stained the incident should be categorised as a **significant exposure**).

##### **POST-ACCIDENTAL EXPOSURE PROCEDURE (Instructions for Staff)**

- (i) Apply appropriate first aid. The wound should be washed thoroughly with soap and water without scrubbing. If the mucous membranes of the mouth, nose or eyes have been splashed with blood or body fluids, they should be irrigated copiously with water. If there has been a puncture wound, free bleeding should be encouraged but the wound should not be scrubbed. If the injury has been caused by a needle/syringe this should be retained in an accident-proof package/wrapping for testing at A&E.
- (ii) Report accident to your line manager and complete **Potential Exposure Record**.
- (iii) Inform Occupational Health Service and your Health and Safety Adviser of exposure/accident. An Accident Report Form (1. CM.012) should be completed.
- (iv) Report promptly and preferably within 12 hours to the A&E Department at the University Hospital of Wales.
- (v) Provide the Casualty Officer with **Potential Exposure Record**.
- (vi) Request advice from the attending Casualty Officer on the need for immunisation in accordance with current guidance and recommendations.
- (vii) Ask the Casualty Officer for the completed **Potential Exposure Record** and return it to the Occupational Health Service.

**CARDIFF COUNCIL**

**BLOOD BORNE INFECTION – POTENTIAL EXPOSURE RECORD**

**SECTION A** (to be completed by Line Manager)

**DETAILS OF EMPLOYEE EXPOSED**

Name: ..... Male: Female: Date of Birth: ...../...../.....  
Job Title: ..... Place of Work: ..... Telephone Number:.....

HB vaccine in past? Not known/No 1 dose 2 doses 3 or more doses Date of last dose.../.../...

**2. DETAILS OF INCIDENT**

**Exposure type:** Skin wound/abrasion Needlestick/other sharp object/bite/other.....  
Mucous Membrane Eyes/nose/mouth/other.....

**Material involved:** Blood: Saliva: Urine: Other.....

Brief details of incident including location:  
.....

**3. DETAILS OF SOURCE PERSON** (Person who is the source of the body fluid/blood)

Name and contact details of source-person (if known):  
.....  
.....

**4. DETAILS OF LINE MANAGER**

Name ..... Telephone number.....

**SECTION B** (to be completed at hospital by Casualty Officer/Medical Attendance)

This employee has been advised (*see instructions overleaf*) to attend the A & E Department in order that current guidance and recommendations on blood-borne infection post-exposure prophylaxis can be followed\*. To ensure effective occupational follow-up of this case, please complete details below and return this form to the patient. Your cooperation will be greatly appreciated. If further information is required, please contact Cardiff Council Occupational Health Service on 029 20 873745.

**5. RECORD OF BLOOD SAMPLES TAKEN**

**Source Persons**

Blood taken to access BBV status:  
Blood taken and sent to PHLS for storage:

**Exposed Person**

Blood taken to access BBV status:  
Blood taken and sent to PHLS for storage:

**POST- EXPOSURE PROPHYLAXIS ADVISED**

MANAGEMENTAL ADVICE GIVEN BY (Name): ..... HOSPITAL: .....

**HB Vaccine**

Accelerated course:  
Booster dose:

**HBIG**

None: Not indicated:  
1 dose: Indicated and given:  
Offered but declined:

**HIV PEP**

**COUNSELLING**

BBV Risks discussed:  
Counselling arranged:

2 doses 1 month apart:

None:

If HBIG issued: Batch: .....  
Dose:.....

**FOLLOW UP:**

A & E: Occupational health Service:

GP:

**COMMENTS:**

*\*Protection against Blood Borne Infections in the Workplace: HIV & Hepatitis: 3<sup>rd</sup> Impression. Advisory Committee on Dangerous pathogens The Stationary Office ISBN 011 321 9539*

*\*Immunisation against infectious diseases 1992 HMSO ISBN 0-11-321815-X*



