LBM School H&S Core Standards & Guidance

Introduction

This document provides guidance to assist Head teachers in areas of statutory compliance. Please note this is not an exhaustive list but is intended to give an overview of the main core areas of responsibility and provide supporting information to assist Head teachers in complying with recommendations set out in Health and Safety Audit Reports prepared by the Corporate Safety Section and as such reference should also be made to corporate guidance documents available at www.merton.gov.uk and to information and guidance from the Health and Safety Executive (HSE) at www.hse.gov.uk

Headings in **Blue** denote core H&S and building services/facilities management items that apply in all circumstances;

Headings in **Purple** denote H&S items that apply in specific circumstances;

Headings in **Orange** denote building services / FM items that will apply depending on what is installed in the school.

Legislation

There are two main types of legislation in the UK:

- **Primary legislation** – General term embracing the main laws passed by the legislative bodies of the United Kingdom such as Acts of Parliament or Statutes (e.g. Health and Safety at Work etc. Act 1974).

- **Secondary legislation** – Statutory Instrument (SI), which is a generic term used for Regulations; Orders; Rules; etc. Also referred to as subordinate; subsidiary or delegated legislation, their main purpose is to supplement, administer, support and enforce primary legislation. They are generally made by Government Ministers under specific Acts of Parliament.

  With respect to health and safety the main type of Statutory Instrument we are concerned with are Regulations and Orders e.g. Management of Health and Safety at Work Regulations 1999; Regulatory Reform (Fire Safety) Order 2005.

Compliance

To assist with complying with both primary and secondary legislation the Health and Safety Executive (HSE) publishes Approved Codes of Practice (ACOPs) and Guidance

- **Approved Codes of Practice (ACOPs)**

  ACOPs describe preferred or recommended methods that can be used (or standards to be met) to comply with regulations and the duties imposed by the Health and Safety at Work etc. Act 1974 and other related legislation.

  Each ACOP is approved by the HSE, with the consent of the Secretary of State, and gives practical advice on how to comply with the law. If you follow the advice, you should be doing enough to comply with the law in respect of those specific matters on which the ACOP gives advice. You may use alternative methods to those set out in the ACOP in order to comply with the law.

  However, the ACOP has a special legal status which means that if you are prosecuted for breach of health and safety law, and it is proved that you did not follow the relevant provisions of the ACOP, you will need to show that you have complied with the law in some other way or a Court will find you at fault.

- **Guidance**

  Guidance, which is issued by the Health and Safety Executive (HSE), provides advice to help you understand how to comply with the law; explanations of specific requirements in law; specific technical information or references to further sources of information to help you comply with your legal duties.

  Following guidance is not compulsory, unless specifically stated, and you are free to take other action but if you do follow the guidance you will normally be doing enough to comply with the law. Health and safety inspectors seek to secure compliance with the law and may refer to such guidance as a benchmark.

Standards

With respect to compliance the following Standards must also be taken into account and given due consideration:

- **European Standards (ENs)**

  European Standards are documents containing requirements and/or recommendations in relation to products, systems, processes or services in consultation with technical experts and other international stakeholders. They must be ratified by one of three European Standardisation Organisations before being published. ENs must be implemented at a national level by being given the status of a national standard, and any pre-existing national standards which conflict must be withdrawn.

  ENs are voluntary and carry no automatic legal obligation to apply. However, individual nations can create laws and regulations that refer to ENs and/or make compliance with them compulsory through their own legal systems.

  Under current arrangements, the use of ENs is set to continue indefinitely after the withdrawal of the UK from the European Union.

  More information on ENs is available here: https://www.cencenelec.eu/standards/DefEN/Pages/default.aspx

- **British Standards**

  These are standards developed by the British Standards Institute with the assistance and knowledge of industry experts to provide an agreed way of doing something. In relation to building management items, such as Fire Detection and Alarm systems or Emergency Lighting Installations etc., British Standards provide a recognised standard and methodology to which such systems can be installed and maintained in pursuance of duties under relevant legislation.

  British Standards themselves are not a legal requirement but are accepted as industry best practice and tend to be preferred by enforcing authorities as a measurable standard for compliance.

  As a result of the foregoing, with respect to design; installation; repair and maintenance of any system or installation there should be a significant reason(s) for any variation from the standard.

Any such reason must be made by a competent person and be able to withstand scrutiny in court as being either as good as or better than the recommendations laid out in the standard(s).

It should be noted that citing a lack of funding will not be considered adequate or sufficient reason and should not be used as a valid argument for a variation from the standard.

It is also important to remember that any contractor appointed to test and maintain such systems and installations are deemed to be acting as a source of competent advice to the designated standard(s).

- **Certification**

  Building management items should be certificated appropriately using the templates provided within the relevant standard, e.g. BS 5839 for Fire Alarm and Detection Systems.

  Such certification should clearly identify the standard to which the tests and inspections were carried out, including a declaration under which the maintenance operative or engineer can sign. Any defects requiring corrective action in order to meet the requisite standard must also be clearly listed on the certification.

Important Note!!

Notwithstanding any of the above it must be noted that **any** source of Guidance (HSE or otherwise); Standard (BS and/or EN and/or any other); Industry Best Practice etc. is capable of being used by the prosecution in a trial as evidence that a hazard was foreseeable and there was a reasonably practicable way available to control it.

(1) Accident & Incident Reporting and Investigation

Legislation

- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR)
- Social Security (Claims & Payments) Regulations 1979
- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999

Background

Reporting accidents and ill health at work is a legal requirement.
The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR), place a legal duty on: employers; self-employed people and people in control of premises to report to the Health and Safety Executive (HSE) the following:

- The death of any person;
- Specified injuries to workers;
- Over seven-day incapacitation of a worker;
- Non-fatal accidents to non-workers (e.g. pupils/students);
- Occupational diseases; and
- Dangerous occurrences

The following must also be noted:

- Accidents that result in a worker being incapacitated for more than three consecutive days must be **recorded** but not reported.

- The duty to maintain records of accidents and injuries is also a legal requirement imposed by the Social Security (Claims and Payments)
  Regulations 1979.

Head teacher's Duties

Head teachers are responsible for accident/incident reporting and investigation. They must:

- Be familiar with Corporate Guidance on Accident Reporting Procedures for Schools and ensure it is followed;
- Ensure staff know they must report accidents;
- Have arrangements in place to ensure that all accidents and incidents including acts of violence; aggression; verbal abuse and dangerous occurrences arising out of or in connection with work and all acts of violence and aggression to staff are reported and investigated using the online corporate accident reporting and investigation system within 24 hours;
- Ensure the arrangements include how the school record and investigate "Bump and Bruise" type incidents and how the school record and investigate "near misses";
- Report deaths; specified injuries and dangerous occurrences to the Corporate Safety Section and the Health and Safety Executive (HSE) immediately;
- Ensure that investigations are carried out in order to pinpoint the cause of the accidents/incidents;
- Take prompt and effective action to prevent recurrence including reviewing and revising all relevant risk assessments and working practices and implementing new control measures as necessary;
- Ensure that members of staff with specific responsibilities and duties for accident and incident reporting and investigation are clearly identified in the arrangements

Ensure that the arrangements the school has for all of the above are set out in the appropriate part of the Arrangements section of the School's Health and Safety Policy.

Further information on Accident Reporting & Investigation can be found in the Corporate Safety Section's Corporate Guidance on Accident Reporting Procedures for Schools available here: https://www2.merton.gov.uk/business/healthandsafety/hs-merton-staff-contractors.htm#forms-Anchor-guid

(2) Asbestos Management

Legislation

- Control of Asbestos Regulations 2012
- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999
- Hazardous Waste Regulations 2005
- Environmental Protection Act 1990

Background

For many years, products containing asbestos have been extensively used for a range of applications in a variety of locations. Whilst the use of asbestos is now banned in the UK, asbestos products are still present in a number of locations including housing stock, corporate premises, leisure facilities and schools.

In situ, much of the asbestos is of negligible risk, with its condition regularly monitored through a risk assessment process. It will only require attention (typically via sealing or removal) if its condition deteriorates, or if maintenance or renovation works were pending that would disturb the asbestos.

Every employer must prevent or, where this is not reasonably practicable, reduce to the lowest level reasonably practicable the spread of asbestos from any place under their control.

The school must follow LBM's Corporate Asbestos Policy and asbestos management procedures.

With respect to schools the Head teacher is appointed as the 'Duty Holder' in line with the requirements of the Control of Asbestos Regulations 2012.

An asbestos survey of the school must be undertaken that identifies the location; type; quantity; and condition of asbestos containing materials and that provides an action plan for controlling the risk including remediation works and monitoring requirements.

Head teacher (Duty Holder) Duties

- Determine the location and assess the condition of materials likely to contain asbestos
- Presume materials contain asbestos, unless there is strong evidence to suppose they do not
- Identify an Appointed Person to assist in asbestos management
- Assess the risk of the likelihood of anyone being exposed to asbestos
- Make a written record of the location and condition of the ACMs on an asbestos register
- Understand the asbestos register and manage any asbestos that remains within the building
- Use the asbestos register
- Repair or remove any material depending on the likelihood of disturbance, and its location or condition
- Manage the outcomes of the asbestos survey(s) and risk assessment(s)
- Prepare a management plan and put it into action
- Be aware of the requirements for checking the location of asbestos in relation to any proposed works and in relation to the operation of the building
- Provide information on the location and condition of ACMs to anyone who may disturb them
- Implement the actions required
- Monitor the condition of ACMs and presumed ACMs
- Review and monitor the action plan and arrangements
- Put procedures in place for dealing with accidents, incidents and emergencies
- Undertake all relevant training commensurate with the role of Designated Duty Holder

The Control of Asbestos Regulations 2012

As Duty Holder, the head teacher is responsible for protecting the occupants, visitors and contractors in a building from exposure to asbestos.

The head teacher can nominate a “Responsible Person” to assist them in preventing exposure to asbestos and to manage all identified and presumed asbestos containing materials.

The responsible person must have a thorough understanding of where all ACMs are located within the building and, of their likelihood under certain conditions to release fibres.

The responsible person must be given adequate training, be deemed competent and be given the time to fulfil their duties.

The responsible person must inform all contractors pricing for works where the ACM's are in relation to their intended works and the contractor's method statement (submitted with their price), must show clearly their intended control measures to prevent disturbing any ACM.

It is the Head teacher's duty to insure that any contractor working on site is informed of the location of all ACMs and a "Refurbishment and Demolition Survey" will need to be arranged prior to any work, which disturbs the fabric of the building, in areas where the "Management Survey" has not been intrusive.

Some non-licensed work needs to be notified to the relevant enforcing authority.

Brief written records should be kept of non-licensed work, which has to be notified e.g. copy of the notification with a list of workers on the job, plus the level of likely exposure of those workers to asbestos. This does not require air monitoring on every job, if an estimate of degree of exposure can be made based on experience of similar past tasks or published guidance.

All workers/self-employed doing notifiable non-licensed work with asbestos must be under health surveillance by a Doctor. Workers who are already under health surveillance for licensed work need not have another medical examination for non-licensed work. BUT medicals for notifiable non-licensed work are not acceptable for those doing licensed work.

Head teacher (Duty Holder) Asbestos Management Tasks:

Daily:

- Operate Contractors Asbestos Register

Note: Any contractor operatives likely to disturb the building fabric on site or requiring to enter an area of exposed asbestos must read the asbestos register and, be made to understand where the asbestos is and be made aware of its hazards.

The contractor must sign and date the register to acknowledge their understanding of the dangers.

The contractor must satisfy the Duty Holder that their works will not put them at risk or the occupants of the building manager or duty holder by a release of asbestos fibres.

A written method statement of the contractors control measures and approach to his works should have been requested of them before their work begins on site.

Monthly:

- Visually inspect condition of all ACMs with a combined material and priority risk score of High Risk and above. Ensure they are not damaged, deteriorating and are well sealed. Record inspections, comments and actions required within the Asbestos Review Register".

6 – Monthly:

- Visually inspect condition of all ACMs with a combined material and priority risk score of Medium Risk and above. Ensure they are not damaged, deteriorating and are well sealed. Record inspections, comments and actions required within the Asbestos Review Register"

Once every year:

- Visually inspect condition of all ACMs with a combined material and priority risk score of Low Risk and above. Ensure they are not damaged, deteriorating and are well sealed. Record inspections, comments and actions required within the Asbestos Review Register"

- Conduct a review of all ACMs priority risk assessments. Amend values as required and record the review within the "Asbestos Review Register".

- Review the building manager or duty holders "Asbestos Management Plan.

Note: The following documents must be kept by the building manager or duty holder for any asbestos removal / encapsulation works conducted within the building:

- Copy of the 14 Day Notification to the HSE (ASB5 form)
- Copy of Licensed Asbestos Removal Contractors method statement
- Copy of every Hazardous Waste Consignment Note
- Copy of air clearance certificates
- Copy of all background monitoring certificates
- Copy of the certificate of reoccupation

Further information on Asbestos Management can be found in the both Corporate Policy on Asbestos and Asbestos Management and the accompanying Corporate Guidance on Asbestos Management in Schools which can be found on the Merton website here: https://www2.merton.gov.uk/business/healthandsafety/hs-merton-staff-contractors.htm

(3) Call-Point Testing

- Regulatory Reform (Fire Safety) Order 2005
- Health and Safety (Safety Signs and Signals) Regulations 1996

Call-point testing of the fire detection and alarm system must be undertaken from a different actuation point each week and the results recorded and placed in the fire safety management file.

(4) Client Handling

Legislation

- Manual Handling Operations Regulations 1992
- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999
- Lifting Operations and Lifting Equipment Regulations 1998
- Provision and Use of Work Equipment Regulations 1998

Background

In addition to the manual handling of static loads, specific consideration and training must also be given for the supported movement of people in a work environment. Client handling is inherently different from that of static loads because of the individual client's needs and the fact that moving or supporting a person is far more dynamic in nature than moving a static object and can leave both those carrying out the operation and the client themselves prone to injury, i.e. from sudden, unexpected movements.

As with handling static loads, the risks posed by client handling can be reduced in certain cases through risk assessment and by the use of mechanical aids, such as hoists and lifts though such equipment must be maintained in a condition of good repair and operators sufficiently trained to operate it competently.

Head teacher's duties

Suitable and sufficient risk assessments must be carried out for the moving and handling of people, these should first consider generic factors such as:

- The type and frequency of moving and handling people (lifting, carrying, pushing etc.)
- Overall staffing and equipment needs;
- The environment;
- What moving and handling will be required in the event of an emergency;
- The training needs of staff to meet the mobility needs of the expected client group;

Assessments must also cover individual factors for the person being assisted, and should be produced in conjunction with their care plan. This part of the assessment is far more prone to change where there are likely to be alterations in the condition of the individual and must be reviewed regularly. The assessment for the individual should identify:

- The situations where moving and handling will be needed;
- Who should carry out the handling;
- How that person could be moved and handled;
- Specific information, such as:
    - Ways in which the person may be able to help with the manoeuvre themselves;
    - The number of staff required;
    - Any handling equipment like hoists or swings etc.

Where any such handling equipment is used, it and any associated parts i.e. belts, clips, slings etc. must be suitable for the individual, subject to a thorough examination as required by LOLER 1998 and maintained in a safe condition for use.

(5) Communication & Consultation

Legislation

- Safety Representatives and Safety Committees Regulations 1977
- Health and Safety (Consultation with Employees) Regulations 1996

Introduction

Schools have a duty to communicate and consult with all staff on health and safety matters either directly or through appointed or elected representatives. Formal arrangements must be in place for communicating health and safety information to all staff and for consulting with all staff on health and safety matters. As a minimum, health and safety must be a standing agenda item at staff meetings.

The arrangements for communicating and consulting on health and safety must be described in the appropriate part of the Arrangements section of the School Health and Safety Policy.

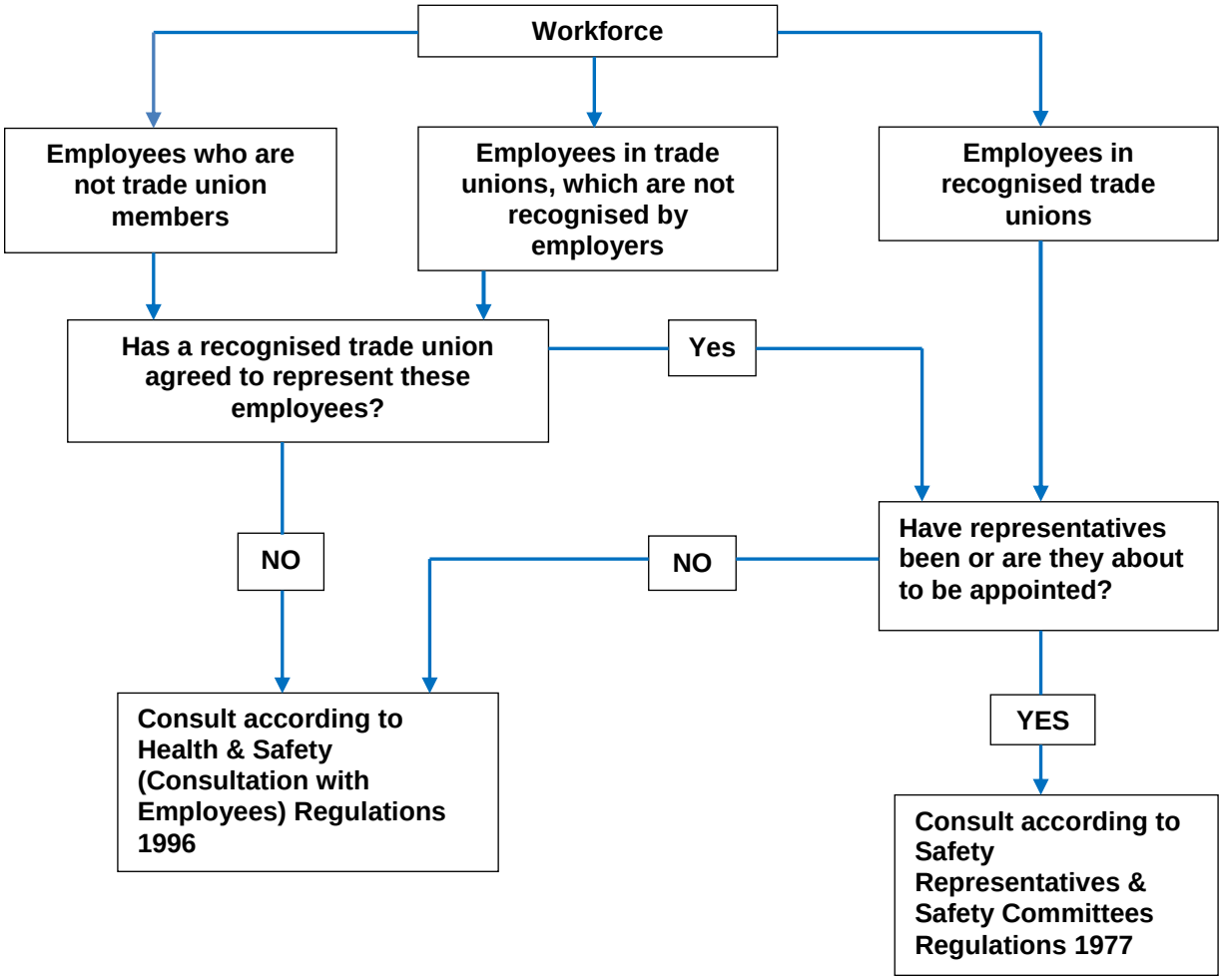
The flow chart on the following page will help you decide which set of regulations apply to you.
Depending on circumstances you may only have to consult under one set, or you may have to consult under both.

For example, if some members of staff are members of a recognised trade union and others are not you may have to consult health and safety representatives appointed by recognised trade unions under the Safety Representatives and Safety Committees Regulations; **and** the remainder of your staff, either directly where practical, or through elected health and safety representatives under the Health and Safety (Consultation with Employees) Regulations.

Both sets of regulations are designed to enable you and your employees to work together:

- to develop, maintain and promote measures that ensure health and safety at work; and:
- to check the effectiveness of such measures.

The presence of a union health and safety representative does not prevent managers from communicating directly with the workforce as a whole. Head teachers remain responsible for managing health and safety in their school and should consult the workforce as necessary.



Why talk to your staff about health and safety?

Workplaces where employees are involved in taking decisions about health and safety are safer and healthier. Your staff influence health and safety through their own actions and are often the best people to understand the risks in their workplace.

Talking, listening and co-operating with each other can help you to:

- identify joint solutions to problems;
- develop a positive health and safety culture where risks are managed sensibly;
- reduce accidents and ill health, plus their related costs to your business;
- bring about improvements in overall efficiency, quality and productivity;
- meet customer demands and maintain credibility; and
- comply with legal requirements.

Benefits of employee involvement

Staff who feel valued and involved in decision-making play a big part in a high-performing workplace. Empowering staff; giving them the right skills, and getting them involved in making decisions shows them that you take their health, safety and well-being seriously. They raise concerns and offer solutions.

Other benefits include:

- lower accident rates;
- a more positive health and safety climate;
- greater awareness of workplace risks; and
- better control of workplace risks.

Existing arrangements

Where you already have existing consultation arrangements that satisfy health and safety law, you do not have to change them. However, you may want to review your arrangements to make sure that they are the right ones for your school.

(6) Contractors on Site

Legislation

- Health & Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999
- Construction (Design & Management) Regulations 2015 (CDM)
- Control of Substances Hazardous to Health (COSHH) Regulations 2002 (as amended)

Background

A contractor is anyone you get in to work for you who is not an employee. Using contractors - for maintenance, repairs, installation, construction, demolition and many other jobs - may be routine but many accidents involve contractors working on site.

Sometimes you may have more than one contractor on site. As a manager you need to think about how their work may affect each other and how they interact with your activities. Clearly, in these circumstances there is more chance of something being over-looked.

The school should ensure that whenever possible work is carried out outside of school hours and/or during school holidays.

The school must have arrangements in place for vetting and selecting contractors to ensure they are competent and site meetings should take place with contractors prior to work starting.

Arrangements must also be in place for effectively managing contractors whilst they are on the school site. All contractors must sign in and out of the school and wear easily identifiable visitors / contractors badges whilst on site.

The school should nominate and appoint someone to monitor and co-ordinate contractors while work is in progress and ensure they are not creating hazards and especially that tools and equipment are kept safe and out of reach.

Head teacher's Duties

Communicate with contractors:

Accidents happen more easily when the contractor's job is excluded from your usual methods of safe working, if:

- The hazards of their job haven't been identified and steps have not been taken to minimise risks;
- No one is around to make sure the contractor follows health and safety rules on site.
- Accidents with contractors can be caused by poor communication - when staff don't know there is a contractor working nearby and when contractors don't know the dangers on site.

Include contractors:

Bring contractors into your health and safety procedures. They may be strangers to your site and won't know:

- About the hazards on your site, including those arising out of access and egress;
- Your site rules and safety procedures;
- What to wear;
- About special equipment they need to use;
- What to do in an emergency;
- The sound of the alarm, and how and when to raise it.

You may take good practice for granted in-house, but don't assume the same applies to contractors. Even regular contractors may need reminding.

Delegation:

- If you delegate the task of managing contractors, decide who will take responsibility for the details.

Other Management Duties:

- Always know who's on site;
- Assess contractors' competence in health and safety and check for evidence before they get the job;
- Look into contractors' procedures for health and safety to make sure they can fit in with yours;
- Plan for the contractor's job and assess the hazards at each stage;
- Inform them of the hazards on site and of your emergency procedures before they start;
- Keep track of their progress until the job finishes;
- After the job, talk to the contractor about the work, including health and safety;
- Keep records.

If you manage contractors you need to be familiar with the requirements of the:

- Health and Safety at Work Act (HSWA) 1974;
- Management of Health and Safety at Work Regulations (MHSW) 1999;
- Construction (Design and Management) (CDM) Regulations 2015;
- Control of Substances Hazardous to Health (COSHH) Regulations 2002.

Other construction regulations you may need to know about deal with a wide range of health and safety problems, such as:

- The structure of working platforms;
- Provision of guard rails to prevent falls;
- Use of lifting tackle and lifting equipment, including cranes and hoists;
- Welfare arrangements.

(7) Corporate Health, Safety & Welfare Policy

Legislation

- Health and Safety at Work etc. Act 1974

A copy of the latest Corporate Health, Safety & Welfare Policy must be on site. The school must ensure that ALL staff have instant access to either an electronic or hard copy of the policy.

(8) Critical Incident Management (CIM)

Critical Incident Management (CIM) should be considered under the four main areas set out below:

(i) Incidents that occur off site that effect pupils and/or staff. For example those arising during educational visits and school trips.

(ii) Incidents that occur on or near the school site that result in the need for pupils and staff to leave the school within a reasonable time. E.g. fire, flooding, loss of power, heating, water supply, inclement weather (snow) or any incident that disrupts the good order and running of the school.

(iii) Incidents that occur on or near the school site that result in the need to contain pupils and staff within the school site for their own safety and health, otherwise known as 'lockdown'. E.g. notification there is an individual in the vicinity posing a threat to pupils and staff or fire, flooding, snowfall etc. preventing safe egress from the school site.

(iv) A situation that prevents sufficient numbers of staff coming to work that could result in severe disruption to the running of the school e.g. pandemic flu; major travel disruption; snow etc.

It should be noted that a number of the above are interchangeable and will depend on the particular effect the incident may have. E.g. a fire or heavy snowfall may result in the school being vacated or it may be necessary for pupils and staff to be contained within the school until it is safe to leave.

There is also the fact that certain procedures will already be in place. For example, reacting to incidents that occur off site during visits and trips should form part of the Educational Visits Procedure for the school.

Dealing with fire incidents will already be part of the emergency evacuation procedures. With situations such as this critical incident management can be seen as a development and extension of existing procedures.

(9) Display Screen Equipment (DSE) / Workstation Assessments

Schools must protect staff from the health risks of working with display screen equipment (DSE), such as PCs; laptops; tablets and smartphones. Incorrect use of DSE or poorly designed workstations or work environments can lead to pain in necks, shoulders, backs, arms, wrists and hands as well as fatigue and eye strain. The causes may not always be obvious.

Legislation

- Health and Safety (Display Screen Equipment) Regulations 1992
- Management of Health and Safety at Work Regulations 1999
- Health and Safety at Work etc. Act 1974

The Health and Safety (Display Screen Equipment) Regulations apply to workers who use DSE daily, for an hour or more at a time. These are known as 'DSE users'. The regulations do not apply to workers who use DSE infrequently or only use it for a short time.

The law applies if DSE users are:

- at a fixed workstation
- mobile workers
- home workers
- hot–desking (staff should carry out a basic risk assessment if they change desks regularly)

What must Head teachers do?

- Ensure that all staff designated as Display Screen Equipment (DSE) users complete the online training and self-assessment form if:
    - They do not have a current workstation assessment;
    - Their existing assessment is over two years old;
    - They have moved location;
    - They have new workstation equipment (this includes both furniture and IT equipment)

- Ensure that suitable and sufficient control measures are put in place to reduce the risk
- Provide an eye test when requested
- Provide training and information to staff

DSE Assessment

If staff use display screen equipment daily, as part of their normal work, continuously for an hour or more, a workstation assessment must be carried out that looks at:

- The whole workstation, including equipment, furniture, and work conditions
- The job being done
- Any special requirements of a member of staff, for example a user with a disability

Where there are risks, they should take steps to reduce them.

An assessment must also be carried out when:

- a new workstation is set up
- a new user starts work
- a change is made to an existing workstation or the way it's used
- users complain of pain or discomfort

Work routine and breaks

Schools must plan work so there are breaks or changes of activity for staff who are display screen equipment users.

How long and how often breaks should be for DSE work depends on the kind of work being done but in general terms take short breaks often, rather than longer ones less often e.g. 5-10 minutes every hour is better than 20 minutes every 2 hours. Ideally, users should be able to choose when to take breaks.

If there are no natural changes of activity in a job e.g. going to meetings or making phone calls etc. then rest breaks should be planned into the working day.

Breaks or changes of activity should allow users to get up from their workstations and move around, or at least stretch and change posture.

Break-monitoring software

Break-monitoring software can remind users to take regular breaks. But employers are still responsible for making sure work activities are properly planned and that users take suitable breaks.

Eye and eyesight testing for display screen equipment work

The law says that employers must arrange an eye test for display screen equipment (DSE) users if they ask for one, and provide glasses for DSE use if an employee needs them.

Long spells of DSE work can lead to:

- tired eyes
- discomfort
- temporary short-sightedness
- headaches

DSE work is visually demanding, so it can make someone aware of eyesight problems they have not noticed before (including changes in eyesight that happen with age).

Employees can help their eyes by:

- checking the screen is well positioned and properly adjusted
- making sure lighting conditions are suitable
- taking regular breaks from screen work

Eye tests for DSE users

Schools must provide an eyesight test for a DSE user if they request one they must also pay for the test.
This should be a full eye and eyesight test by an optometrist, including a vision test and an eye examination.

It's up to the school how they provide the test. For example, they could let users arrange the tests and reimburse them for the cost later, or they could send all their DSE users to one optician.

Glasses for DSE work

Schools have to pay for glasses if the test shows an employee needs special glasses prescribed for the distance the screen is viewed at in order to carry out DSE work. If an ordinary prescription is suitable, employers do not have to pay for glasses.

Training and information for display screen assessment work

Schools must provide health and safety training and information to display screen equipment (DSE) users. Such training be about the risks from DSE work and how to avoid these be adopting safe working practices. It should include:

- good posture
- adjusting chairs and other furniture
- arranging desk space
- adjusting screens and lighting to avoid reflections and glare
- breaks and changes of activity
- risk assessments
- how to report problems

Schools should also tell DSE users about the general arrangements they have made for health and safety in their DSE work, and how they can apply for an eye test.

The leaflet Working with display screen equipment and the DSE workstation checklist give more information.

(10) Educational Visits

The requirement is for LBM to retain the services of an Educational Visits Adviser (EVA) and for each school to appoint and train an Educational Visits Co-ordinator (EVC) to co-ordinate and oversee the process.

Information and guidelines on educational / recreational trips can be found in 'There & Back Again: The Outdoor Education Handbook' which contains a laid down risk assessment procedure; examples of generic risk assessments for common off site activities; and a 'model' form that is the form to use for educational / recreational trips.

Please note that advice and guidance on off-site visits, outdoor learning and learning outside the classroom, including the assessment process, is available from the Outdoor Education Advisers' Panel (OEAP) http://oeap.info/

Risk assessments for educational visits / school trips must be carried out in line with the guidance set out in 'There & Back Again: The Outdoor Education Handbook' and from the Outdoor Education Advisers' Panel (OEAP) and must include procedures for dealing with emergencies and for the provision of suitable and sufficient first aid arrangements.

OEAP offer practical help, advice and support to staff taking children off site, to different environments including visits to local areas, museums, places of worship, visits abroad and adventure activities by providing guidance contained on the OEAP National Guidance website http://oeapng.info/

Training for new and existing EVC's can be obtained from the Outdoor Education Advisers' Panel (OEAP) at: http://www.outdooreducationadvisers.co.uk/training/educational-visit-co-ordinator

Two courses are available as follows:

- **Educational Visits Co-ordinator**

  This initial training course will prepare a new Educational Visits Co-ordinator to fulfil their responsibilities under LBM policy and relevant health and safety legislation for educational off-site visits and activities. The course is suitable for any person who is new to the role of Educational Visits Co-ordinator at any establishment or has not undertaken any training for the role. It represents current practice, follows a syllabus of and is delivered by an accredited member of the OEAP. Those who have already attended training and are required to revalidate should book onto an Educational Visits Co-ordinator Revalidation course described below.

- **Educational Visits Co-ordinator Revalidation/update**

  The revalidation course will update existing Educational Visits Co-ordinators to enable them to continue to discharge their responsibilities under LBM policy and relevant health and safety legislation for educational off-site visits and activities. This course represents current practice, follows a syllabus of and is delivered by an accredited member of the OEAP. Those who have not attended initial training should book onto the Educational Visits Co-ordinator course as described above.

(11) Emergency Evacuation Drills

- Regulatory Reform (Fire Safety) Order 2005

Emergency evacuation drills must be carried out at least once per-term and the results recorded and placed in the fire safety management file.

Please note that the information to be recorded must include the following:

- Date and time of drill
- Duration of evacuation from activation of alarm until all occupants have reached the assembly point
- Duration of evacuation from activation of alarm until all occupants are accounted for.
- Any problems/issues identified

Name of person(s) assigned to deal with any problems/issues identified and the time scale for completion.

(12) Emergency Lighting Visual / Monthly Checks

- Regulatory Reform (Fire Safety) Order 2005

Weekly user visual checks and monthly functionality checks of the emergency lighting installation must be undertaken and the results recorded and placed in the fire safety management file.

(13) Facilities Management

Arrangements must be in place for monitoring the maintenance and servicing programme to ensure it is carried out and completed on the due dates.

All service records must be kept in a dedicated maintenance file(s) by a designated person (e.g. Site Manager) who is assigned responsibility for its upkeep and availability.

(14) Fire Risk Assessment

Legislation

- Regulatory Reform (Fire Safety) Order 2005

Background

Fire risk assessment is an organised look at what, in your work activities and workplace, could cause harm to people from fire. It will help determine the chances of a fire occurring and the dangers from fire that the workplace poses for the people who use it.

Its purpose is to determine whether existing fire precautions are adequate and reasonable relative to the overall risks presented or if it requires reduction via control measures.

The risk assessment process consists of five steps:

- Step 1 – Identify the fire hazards within your premises
- Step 2 – Identify the people at risk
- Step 3 – Evaluate and decide if the existing fire safety arrangements are satisfactory or need improving
- Step 4 – Record the findings, produce an emergency plan, instruct, inform and train
- Step 5 – Arrange to regularly review the assessment

Head teacher's Duties

Revise and update the schools fire risk assessment and manage the outcomes to ensure fire risks are removed or reduced to an acceptable level.

Manage all areas of fire risk assessment and undertake updates and revisions.

The Head teacher must ensure the fire risk assessment fulfils the following criteria:

- Be a suitable and sufficient assessment of the fire risk;
- Include significant findings and measures to reduce and manage the risk from fire;
- Identify any group of persons especially at risk;
- Be a written record (when there are five or more employees);
- Be reviewed regularly to meet changes in the premises, technical and organisational measures, work processes and routines etc.

In order for the fire risk assessment to be complete a number of supporting documents and pieces of information must be brought together in order to form what is known as the 'Fire Safety File' and when incorporated within one file/folder would constitute a Fire Risk Assessment as required by the 'The Regulatory Reform' (Fire Safety) Order 2005.

Head teachers must ensure that there is a Fire Safety File for their premises and that it contains the following:

- Fire risk assessment checklist, with risk rating and action plan
- Buildings emergency procedures in the event of fire
- Records of staff training in managing the buildings fire precautions (fire risk assessment, fire wardens, extinguisher use, etc.)
- Records of weekly fire alarm tests & fire drills. Fire drill records should include staff participation in an emergency evacuation. (This is to identify the staff members who were not present during the drill, and allow management to organise the next drill when these staff are present)
- The Schedules and records of fire equipment maintenance (alarm panels, emergency lighting, smoke detectors, extinguishers etc.)
- Floor plans of the building with the actuation points (break glass), extinguishers, smoke/heat detectors and emergency exit routes clearly marked on the floor plan.

PAS 79: 2012 Fire Risk Assessment

What is a PAS?

A PAS, or Publicly Available Specification, is a document that standardises elements of a product, service or process. PAS' are usually commissioned by industry leaders – be they individual companies, SMEs, trade associations or government departments.

It puts those commissioning the PAS into the driving seat for setting the agenda in their sector and, helps them work with regulators; set an agreed level of good practice or quality; or establish trust in an innovative product or service.

PAS 79: 2012

PAS 79:2012 gives guidance and examples of documentation for undertaking, and recording the significant findings of fire risk assessments in premises and parts of premises for which fire risk assessments are required by legislation.

It is not applicable in the case of a single-family private dwelling or necessarily applicable to premises during the construction phase but is applicable to vacant premises, for which a fire risk assessment is also required.

The methodology is intended to provide a structured approach to fire risk assessment for people with knowledge of the principles of fire safety; it is not intended as a guide to fire safety.

The recommended approach to carrying out fire risk assessments is intended to determine the risk-proportionate fire precautions required to protect premises occupants including employees, contractors, visitors and members of the public and to protect people in the immediate vicinity of the premises.

PAS 79: 2012 is a full revision of the document, and introduces the following principal changes:

- The technical content has been subject to amendment in the light of experience in the use of PAS 79
- There is new guidance on the role of codes or practice and guidance documents as a basis for determining the appropriate fire precautions

- There is new guidance on the approach that should be adopted in determining the appropriate fire precautions for existing buildings that do not conform to current codes of practice applicable to new buildings (e.g. under current building regulations)

PAS 79: 2012 sets out a methodology for undertaking a fire risk assessment and is specifically aimed at ensuring that all necessary information relating to the fire risk assessment and its findings are recorded and contains a competence standard for fire risk assessors, developed and agreed by stakeholders in the fire safety profession.

The need to carry out a fire risk assessment and to document the significant findings from that assessment is fundamental to current fire law.

PAS 79: 2012 sets out one way to carry out a fire risk assessment. It is intended to be used to produce a simple qualitative assessment of the risk from fire.

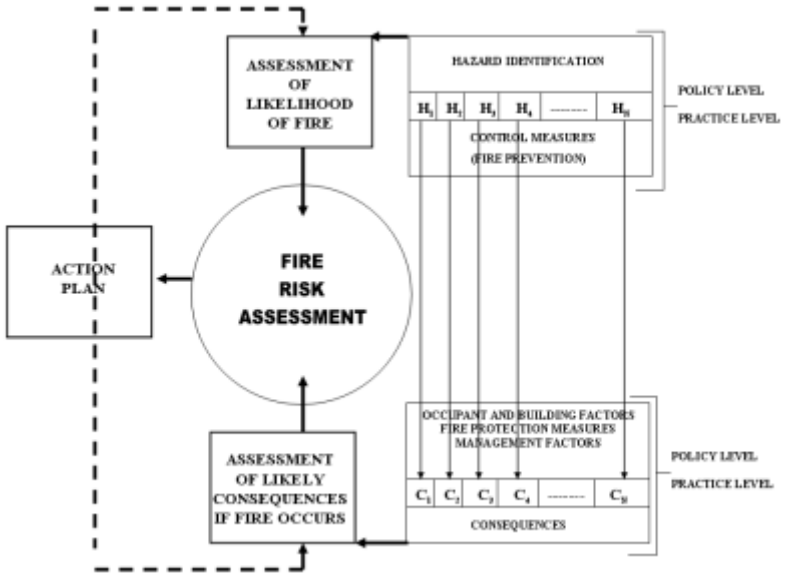
It is particularly aimed at those providing a fire risk assessment service. By insisting on your consultant using the approach in PAS 79, you can be sure that the person who undertakes the fire risk assessment will be following a recognised methodology and also ensure that they produce a report covering all relevant aspects of fire safety.

Other methodologies may be more appropriate in particular circumstances, including quantitative risk assessment. However, from our experience, PAS 79 can be used for any size of building and for a wide range premises, including:

- Offices
- Shops
- Factories
- Restaurants and public houses
- Schools
- University buildings
- Hospitals
- Broadcasting buildings
- Public assembly buildings
- Residential buildings, including hotels, HMOs and blocks of flats

The approach underpinning PAS 79 is one of systematic evaluation of the factors that determine the hazard from fire, the likelihood that there will be a fire and the consequences if one were to occur.

This is illustrated diagrammatically below.



Nine separate steps to carrying out a fire risk assessment are outlined in PAS 79:

1. Obtain information on the building, the processes carried out in the building and the people present, or likely to be present, in the building;

2. Identify the fire hazards and the means for their elimination or control;

3. Assess the likelihood of a fire;

4. Determine the fire protection measures in the building;

5. Obtain relevant information about fire safety management;

6. Make assessment of the likely consequences to people in the event of fire;

7. Make an assessment of the fire risk;

8. Formulate and document an action plan;

9. Define the date by which the fire risk assessment should be reviewed.

PAS 79 includes a format for a report for recording the fire risk assessment. This is in a simple pro-forma style, with an action plan at the end to set out any recommendations. It is not intended to be a check list, but includes tick boxes to confirm that all relevant items have been considered.

The format of the documentation contained in PAS79 is considered by the Chief Fire Officers' Association to be one suitable for recording the significant findings of a suitable and sufficient fire risk assessment.

(15) Fire Safety & Emergency Arrangements

Legislation

- Regulatory Reform (Fire Safety) Order 2005

Background

The Regulatory Reform (Fire Safety) Order 2005 was made under the Regulatory Reform Act 2001. It replaces most fire safety legislation with one simple order and means that any person who has some level of control in premises must take reasonable steps to reduce the risk from fire and make sure people can safely escape if there is a fire.

The Order covers general fire precautions, fire risk assessment and other fire safety duties, which are needed to protect people in case of fire in and around premises. It requires reasonable and practicable fire precautions to be put in place where necessary. The person responsible for ensuring this is carried out is called the "Responsible Person" and with respect to schools this role is assigned to the Head teacher.

Head teacher's Duties

- Comply with all the requirements of LBMs Corporate Fire Safety Policy;
- Ensure there is a current and completed Fire Risk Assessment available at the school at all times that clearly identifies any possible dangers and risks from fire;
- Consider who may be especially at risk;
- Eliminate or reduce the risk from fire as far as is reasonably possible;
- Provide general fire precautions to deal with any possible risk that could be left;
- Ensure there is an emergency evacuation plan and procedure in place (see below for more details on Fire Safety Emergency Plans);
- Take other measures to make sure there is protection if flammable or explosive materials are used or stored;

- Keep a record of your findings (see below for more details on Fire Safety Management Files);
- Appoint a ‘Competent Person(s)’ in line with the requirements set out in the Corporate Fire Safety Policy;
- Ensure procedures are in place for the inspection; testing and maintenance of fire safety equipment;
- Review your findings when necessary;

Head teachers must ensure the following measures for general fire precautions are in place:

- Measures to reduce the risk of fire on the premises and the risk of the spread of fire on the premises;
- Measures in relation to the means of escape from the premises;
- Measures for securing that, at all material times, the means of escape can be safely and effectively used;
- Measures in relation to the means for fighting fires on the premises;
- Measures in relation to the means for detecting fire on the premises and giving warning in case of fire on the premises; and
- Measures in relation to the arrangements for action to be taken in the event of fire on the premises, including:

    - Measures relating to the instruction and training of employees; and
    - Measures to mitigate the effects of the fire.

(16) Fire Safety Emergency Plan & Procedure

Legislation

- Regulatory Reform (Fire Safety) Order 2005

Head teachers must ensure there is a recorded emergency plan in place for dealing with any fire situation.

The purpose of an emergency plan is to ensure that the people in your premises know what to do if there is a fire and that the premises can be safely evacuated.

Your emergency plan should be based on the outcome of your fire risk assessment (referred to in section 9 below) and be available for your staff, their representatives (where appointed) and the enforcing authority.

Please note the following list of contents is for example purposes only and your emergency plan should be appropriate and specific to your particular premises or venue:

- How people will be warned if there is a fire;
- What staff should do if they discover a fire;
- How the evacuation of the premises should be carried out;
- Where people should assemble after they have left the premises and procedures for checking whether the premises have been evacuated;
- Identification of key escape routes, how people can gain access to them and escape from them to a place of total safety;
- Arrangements for fighting the fire;
- The duties and identity of staff who have specific responsibilities if there is a fire;
- Arrangements for the safe evacuation of people identified as being especially at risk, such as those with disabilities; lone workers; young people; and children;
- Any machines/appliances/processes/power supplies that need to be stopped or isolated if there is a fire;
- Specific arrangements, if necessary, for high-fire-risk areas;
- Arrangements for an emergency plan to be used by a hirer of part of the premises;

- Contingency plans for when life safety systems such as evacuation lifts, fire-detection and warning systems, sprinklers or smoke control systems are out of order and when there are restrictions on the use of the building;
- How the fire and rescue service and any other necessary services will be called and who will be responsible for doing this;
- Procedures for meeting the fire and rescue service on their arrival and notifying them of any special risks, e.g. the location of highly flammable materials;
- What training employees need and the arrangements for ensuring that this training is given;
- Phased evacuation plans (where some areas are evacuated while others are alerted but not evacuated until later);
- Plans to deal with people once they have left the premises.

As part of your emergency plan it is good practice to prepare post-incident plans for dealing with situations that might arise such as those involving:

- Unaccompanied children;
- People with personal belongings (especially valuables) still in the building;
- People in a state of undress (e.g. indoor sportswear);
- People wishing to rejoin friends;
- Getting people away from the building (e.g. to transport);
- Inclement weather.

You should also assess the risk of any incident occurring, which might prejudice public safety or disrupt normal operations, for example, power cuts, bomb threats or crowd disorder. Such incidents often arise with little or no warning and may not be capable of being dealt with by the management operating under normal circumstances.

You should therefore prepare contingency plans to determine specific actions and/or the mobilisation of specialist resources; whilst bearing in mind that you might not have access to the school offices to retrieve information; documentation; equipment etc.

(17) Fire Safety Management File

Legislation

- Regulatory Reform (Fire Safety) Order 2005

Head teachers must ensure the school has a Fire Safety Management File that contains the information and records set out in the Corporate Fire Safety Policy and summarised below:

- Floor plans of the building with the actuation points (break glass), extinguishers, smoke/heat detectors, emergency lighting units and emergency exit routes clearly marked on the floor plan;
- Fire risk assessment checklist, with risk rating and action plan;
- Records of weekly fire alarm call point checks;
- Records of fire drills. These must be carried out at least once a term. Fire drill records should include staff participation in an emergency evacuation. This is to identify the staff members who were not present during the drill, and allow management to organise the next drill when these staff are present;
- Records of monthly user functionality checks of the emergency lighting units;
- School emergency evacuation procedures in the event of fire. This should also include an example of any evacuation routes displayed in individual classrooms;
- Records of staff training in managing the buildings fire precautions (fire risk assessment, fire wardens, extinguisher use, etc.);
- Schedules and records of fire equipment maintenance (alarm panels, emergency lighting, smoke detectors, extinguishers etc.).

If, for operational reasons, some of the documents are kept elsewhere in the school, an entry should be made in the appropriate part of the fire safety file signposting where the information can be located.

All the above when incorporated within one file/folder would constitute the supporting documentation for a Fire Risk Assessment as required by the 'The Regulatory Reform' (Fire Safety) Order 2005.

(18) Fire Safety Signage

- Health and Safety (Safety Signs and Signals) Regulations 1996
- Regulatory Reform (Fire Safety) Order 2005

Fire safety signage must comply with legislation and the requirements for fire safety signage set out in the Corporate Fire Safety Policy.

(19) First Aid Arrangements

Legislation

- Health and Safety (First Aid) Regulations 1981
- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999

Background

The Health and Safety (First-Aid) Regulations 1981 require employers to provide adequate and appropriate equipment, facilities and personnel to ensure their employees receive immediate attention if they are injured or taken ill at work. These Regulations apply to all workplaces.

What is 'adequate and appropriate' will depend on the circumstances in the workplace. This includes whether trained first-aiders are needed, what should be included in a first-aid box and if a first-aid room is required.

In order to determine exactly what to provide an assessment of first-aid needs must be carried out.

Accidents and illness can happen at any time and first aid can save lives and prevent minor injuries from becoming major ones.

Head teacher's Duties

Head teachers are responsible for making sure that school staff and pupils receive immediate attention if they are taken ill or are injured at work.

In order to determine exactly what to provide an assessment of first-aid needs must be carried out. This involves consideration of workplace hazards and risks, the size of the organisation / operation and other relevant factors, to determine what first-aid equipment, facilities and personnel should be provided.

The minimum first-aid provision on any work site is:

- A suitably stocked first-aid box;
- An appointed person to take charge of first-aid arrangements;
- Information for employees about first-aid arrangements.

Further information on First Aid Arrangements can be found in the Corporate Safety Section's First Aid Corporate Guidance available here: https://www2.merton.gov.uk/business/healthandsafety/hs-merton-staff-contractors.htm#forms-Anchor-guid

(20) Hazardous Substances (COSHH)

Legislation

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

What is a 'substance hazardous to health'?

COSHH covers substances that are hazardous to health. Substances can take many forms and include:

- Chemicals
- Products containing chemicals
- Fumes
- Dusts
- Vapours
- Mists
- Nanotechnology
- Gases and asphyxiating gases and
- Biological agents (germs). If the packaging displays any of the hazard symbols then it is classed as a hazardous substance.
- Germs that cause diseases such as leptospirosis or legionnaires disease and germs used in laboratories

COSHH does not cover Lead; Asbestos or Radioactive substances as these have their own specific regulations.

What does COSHH require?

To comply with COSHH you need to follow these eight steps

- Step 1 – Assess the risk
- Step 2 – Decide what precautions are needed
- Step 3 – Prevent or adequately control exposure
- Step 4 – Ensure that control measures are used and maintained
- Step 5 – Monitor the exposure
- Step 6 – Carry out appropriate health surveillance
- Step 7 – Prepare plans and procedures to deal with accidents, incidents and emergencies
- Step 8 – Ensure employees are properly informed, trained and supervised

What must the school do?

- Obtain the Safety Data Sheet from the supplier / manufacturer. The school must be in possession of the safety data sheets for all substances used in the school. Safety data sheets are available upon request and free of charge from the manufacturer and/or supplier. Using the information provided on the safety data sheet the school must develop a COSHH assessment

- Carry out a Risk Assessment

  Eliminate – Is it absolutely necessary to use the substance in the first place?
  Substitute – Can the substance be substituted for another, non-hazardous product?
  Reduce – Can the amount of hazardous substances in use be reduced?

- Implement Control Measures
- Monitor Employee Health and Levels of Exposure where necessary
- Provide Information, training and supervision

Things to consider

A safety data sheet is not a COSHH assessment. Safety data sheets contain information from the manufacturer on the properties and hazards associated with a substance and the emergency procedures in case of accidental spillage / exposure etc. all of which contribute to and form part of the COSHH assessment itself.

Although a substance may be classified as 'non-hazardous to health' this does not mean it is without risk as there are likely to be inherent safety hazards such as flammability and some residual health risk which must be considered and dealt with.

Quantities of hazardous substances stored at the school should be kept to the minimum.

Substances no longer required must be safely disposed of in line with the advice set out in the appropriate safety data sheet.

The contents of COSHH folders should be regularly reviewed and updated to ensure that substances used by the school have a current and up-to-date safety data sheet and COSHH assessment and that safety data sheets and assessments for substances no longer used are removed from the folder.

COSHH assessments must be recorded on the Corporate COSHH Assessment form and must be reviewed annually as a minimum.

COSHH Essentials

For future assessments or for the review of those already in existence the school are directed to the Health and Safety Executives (HSE) COSHH Essentials website:

http://www.hse.gov.uk/coshh/essentials/index.htm

COSHH Essentials provides advice on controlling the use of chemicals for a range of common tasks. It will take you through a number of steps and ask for information about the tasks and chemicals to be used. This information can be obtained from the safety data sheet and from the way you intend to use the product concerned in terms of quantity, duration of use, method of application and other risk factors.

(21) Health & Safety Training

Legislation

The Health and Safety at Work etc. Act 1974 requires you to provide whatever information, instruction, training and supervision as is necessary to ensure, so far as is reasonably practicable, the health and safety at work of your staff.

This is expanded by the Management of Health and Safety at Work Regulations 1999, which identify situations where health and safety training is particularly important, e.g. when people start work, on exposure to new or increased risks and where existing skills require refreshing or updating. There are a number of other regulations that include specific health and safety training requirements, for example, asbestos; hazardous substances; fire safety; first aid; manual handling; working at height, etc.

What must Head teachers do?

Head teachers must ensure that all staff receive the appropriate level of training to safely and effectively carry out the roles and responsibilities of their specific job including any assigned or delegated health & safety and fire safety duties. Regular refresher training must also be undertaken to ensure skills remain relevant and up to date.

Determining the nature and type of training required will be dependent on the delegated roles and responsibilities of individual members of staff as laid out in the school health and safety policy along with the date and nature of training previously undertaken and the requirement for staff to attend regular refresher training as necessary. Records of all health & safety and fire safety training must be kept and maintained.

It should be noted that whilst the Head teacher can choose to delegate tasks to other members of staff the ultimate responsibility for management of health and safety remains with the Head Teacher and they too must have the appropriate training to carry out their health and safety duties.

Further advice can be found in the leaflet Health and safety training: A brief guide available from www.hse.gov.uk/pubns/indg345.pdf

(22) Lifting Operations & Lifting Equipment (LOLER) includes Passenger Lifts + Static & Portable Lifting Equipment

Legislation

- Lifting Operations and Lifting Equipment Regulations 1998
- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999

Background

The Regulations aim to reduce risks to people's health and safety from lifting equipment provided for use at work. In addition to the requirements of LOLER, lifting equipment is also subject to the requirements of the Provision and Use of Work Equipment Regulations 1998 (PUWER).

In general, the Regulations require that lifting equipment provided for use at work is:

- Strong and stable enough for the particular use and marked to indicate safe working loads;
- Positioned and installed to minimise any risks;
- Used safely, i.e. the work is planned, organised and performed by competent people; and
- Subject to ongoing thorough examination and, where appropriate, inspection by competent people.

Lifting equipment includes any equipment used at work for lifting or lowering loads, including attachments used for anchoring, fixing or supporting it. The Regulations cover a wide range of equipment including, cranes, fork-lift trucks, lifts, hoists, mobile elevating work platforms, and vehicle inspection platform hoists. The definition also includes lifting accessories such as chains, slings, eyebolts etc.

Head teacher's Duties

Head teachers must ensure that lifting equipment provided for use at work is:

- Sufficiently strong, stable and suitable for the proposed use. Similarly, the load and anything attached (e.g. timber pallets, lifting points) must be suitable;
- Positioned or installed to prevent the risk of injury, e.g. from the equipment or the load falling or striking people;
- Visibly marked with any appropriate information to be taken into account for its safe use, e.g. safe working loads. Accessories, e.g. slings, clamps etc, should be similarly marked.

Additionally, Head teachers must ensure that:

- Lifting operations are planned, supervised and carried out in a safe manner by people who are competent;
- Where equipment is used for lifting people it is marked accordingly, and it should be safe for such a purpose, e.g. all necessary precautions have been taken to eliminate or reduce any risk, this includes the rectification of any defects highlighted by reports of thorough examination;
- Where appropriate, before lifting equipment (including accessories) is used for the first time, it is thoroughly examined. Lifting equipment may need to be thoroughly examined in use at periods specified in the Regulations (i.e. at least six-monthly for accessories and equipment used for lifting people and, at a minimum, annually for all other equipment) or at intervals laid down in an examination scheme drawn up by a competent person. All examination work should be performed by a competent person;
- Ensure that after the competent person has carried out their thorough examination or inspection of any lifting equipment that they produce a report and that the report is then submitted to the employer for action as appropriate.

(23) Manual Handling of Static Loads

Legislation

- Manual Handling Operations Regulations 1992 (as amended)
- Health and Safety at Work etc. Act 1974

Background

The Manual Handling Operations Regulations apply to a wide range of manual handling activities, including lifting, lowering, pushing, pulling or carrying. The load may be either inanimate - such as a box or a trolley, or animate - a person or an animal.

Manual handling assessments must be recorded on the Corporate Manual Handing Risk Assessment Forms and the arrangements must follow Corporate Guidance on Manual Handling.

Any member of staff undertaking regular manual handling tasks must attend safe manual handling of static loads training and / or refresher training if they have not done so within the last three years, whilst staff carrying out minor or occasional manual handling must have a basic knowledge and awareness of safe manual handling.

Head teacher's Duties

- Consider the risks from manual handling to the health and safety of your staff;
- Consult and involve the workforce. Your staff and their representatives know first-hand what the risks in the workplace are and can probably offer practical solutions to controlling them.

Head teachers must ensure they comply with the following hierarchy of control measures:

- Avoid hazardous manual handling operations so far as is reasonably practicable, for example by redesigning the task to avoid moving the load or by automating or mechanising the process.

- Make a suitable and sufficient assessment of any hazardous manual handling operations that cannot be avoided.
- Reduce the risk of injury from those operations so far as is reasonably practicable. Where possible, you should provide mechanical assistance, for example a sack trolley or hoist. Where this is not reasonably practicable, look at ways of changing the task, the load and working environment.

Further information on Manual Handling of Static Loads can be found in the Corporate Safety Section's Corporate Guidance on Manual Handling available here: https://www2.merton.gov.uk/business/healthandsafety/hs-merton-staff-contractors.htm#forms-Anchor-guid

(24) Monitoring Health and Safety

Legislation

Management of Health and Safety at Work Regulations 1999
Health and Safety at Work etc. Act 1974

Background

Measurement is essential to maintain and improve health and safety performance.
There are two ways to generate information on performance:

- Active systems which monitor the achievement of plans and the extent of compliance with standards;
- Reactive systems, which monitor accidents, ill health and incidents.

Monitoring health and safety performance against pre-determined plans and standards is a line management responsibility.

Head teacher's Duties

Identify and report:

- Injuries and cases of ill health (including monitoring of sickness absence records);
- Other losses, such as damage to property;
- Incidents, including those with the potential to cause injury, ill health or loss;
- Hazards;
- Weakness or omissions in performance standards.

(25) Outdoor Play Equipment

- BS EN 1176 – Playground Equipment and Surfacing
- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999

Schools must ensure that outdoor play equipment is subject to regular inspections to check that it remains safe and fit for use.

The inspection programme is split into three types:

(1) Routine visual inspection

This looks at the equipment's basic condition, especially faults due to recent vandalism, breakages and cleanliness of the playground. Inspections may be carried out by centre management and recorded on a simple sheet or book. Frequency will vary with the site and local usage although weekly should be seen as a minimum.

(2) Operational inspection

This builds on the routine visual inspection and is a more detailed inspection of the equipment, providing a quality control check and identifying certain types of wear and tear. Staff that have completed appropriate training can carry out such inspections in-house.

(3) Annual Inspection

Essentially this looks at vandalism, minor and major wear, structural problems, changes in compliance and design practices and risk assessment etc. An independent specialist should carry this out.

With respect to play equipment inspection it is recommended that you use members of the Register of Play Inspectors International (RPII) http://www.playinspectors.com/

The RPII accredits and certifies individual inspectors who have shown the required level of knowledge and demonstrated competence to the required standard.

Routine inspections of school play areas should be done on a regular systematic basis; and the daily/weekly inspections that this checklist is designed for can be carried out internally by the school.

You should also have monthly/quarterly operational inspections checking moving parts; oiling and tightening; minor repairs; checking fences and gates etc. These can either be carried out internally or bought in.

Note!! There is also a requirement to have annual inspections of play equipment, which can only be carried out by independent competent assessors.

The actual route followed around the play area does not matter. However, it should be a consistent route to avoid missing anything. This daily/weekly checklist will help with this. The generic checklist can be used to produce your own checklist by picking and choosing items relevant to your play area.

Around 60% of all accidents on play areas do not occur on play equipment but on ancillary items or approaches, so ensure these areas are included in your inspection. A high proportion of accidents occur from tripping on uneven surfaces.

It is important that inspections are 'hands on' and that you use all of your senses. Look at, listen to and use the equipment. Sound differences in particular can help identify problems that would not otherwise have been obvious. Take extra care not to put your hand where you haven't looked first, just in case any sharp objects have been left.

Start looking for hazards as you approach the play area. Check that paths are in good condition, without trip hazards and that there is nothing overhanging or projecting onto the path which children could run into.

When you reach the play area check the general surface for trip hazards including that the edges of all 'safer' surfacing are level with the surrounding areas (trip hazards). Check the 'safer' surfacing is in good condition and all tiles are in place. If any are loose, stick them back down. Check surfaces for slipperiness. Rubberised surfaces can get an almost invisible algae build up which can make them very slippery when wet.

Use a ‘hands on’ approach on all equipment and use it where possible.

On spring items, try giving them a hard push to make them rock violently. Listen and you will find that if there is anything loose you will hear it.

On roundabouts again use your hearing to help. It should revolve noiselessly. Stand on the edge and gently bounce up and down to check for excessive movement which might indicate that the bearings are worn.

Where you have a slide on a unit, stand at the top and look down the slide. Check the steps are secure and the chute is free from obstructions. Try standing on the slide run out to see if there is any movement (indicative of loose fixings).

On swings check seats for damage (replace when you have cuts more than 80mm wide exposing bare metal). Check on cradle seats that the centre strap (that goes between legs) is firmly fixed. Turn the seats over and check that there are no projecting bolts underneath.

Separate the links on chains (where the chains meet the seats and where the diagonals meet) to check for wear. Replace chains at 30%-40% wear.

Throw the swing seat vertically up in the air and watch closely the shackle pin for movement. If the pin moves sideways only, there is unlikely to be bush or shackle wear. If however, there is a rocking motion, this can indicate that the shackles or bushes are worn.

From time to time sit on the swing seat and gently swing, looking upwards to the top bar. This should not move. If it turns at all then the head bar is loose in its fixings.

Use your weight to check stability of items. Where there are chains or ropes on any equipment make sure they are secure and in good condition and that ropes cannot form a loop (so they can’t be caught around a neck).

Look for any areas on equipment where there are unexpected changes in colour. These can indicate that a component is missing.

If you have old metal tubes as part of play equipment construction, try hitting the metal with a rubber mallet and listen. If there is serious internal rusting you will hear a sound, like rain, as the rust you have disturbed falls down inside the tube.

If hollow metal appears to be ‘bowing’ at any point this is an indication that there may have been damage due to water build up in the hollow, which when it freezes then ‘bows’ and eventually splits the metal.

(26) Personal Emergency Evacuation Plan (PEEP)

- Regulatory Reform (Fire Safety) Order 2005

Arrangements must be in place for identifying staff and pupils that require a Personal Emergency Evacuation Plan and for developing such a plan in line with the requirements set out in the Corporate Fire Safety Policy and PEEP Guidance.

(27) Personal Protective Equipment (PPE)

Legislation

- Personal Protective Equipment at Work Regulations 1992 (as amended)
- Personal Protective Equipment Regulations 2002
- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999

Background

Arrangements must be in place to ensure the school select and provide staff with appropriate PPE and that staff are provided with appropriate training in its proper use; storage and maintenance.

Even where engineering controls and safe systems of work have been applied, some hazards might remain. PPE is needed in such cases, for example injuries to the:

- Lungs, e.g. from breathing in contaminated air
- Head and feet, e.g. from falling materials
- Eyes, e.g. from flying particles or splashes of corrosive liquids
- Skin, e.g. from contact with corrosive materials
- Body, e.g. from extremes of heat or cold

What do you have to do?

- Only use PPE as a last resort, consider all other control measures first
- If PPE is still needed after implementing other controls it must be provided to staff free of charge
- Choose PPE carefully (see selection details below)
- Ensure staff are trained to use it properly
- Ensure staff know how to detect and report faults

Selection and Use

The **first** stage is to answer these questions:

- Who is exposed and to what?
- How long are they exposed for?
- How much are they exposed to?

The **second** stage is to do the following:

- Choose products which are CE marked in accordance with the Personal Protective Equipment Regulations 2002 – suppliers can advise you;
- Choose equipment that suits the user – consider the size, fit and weight of the PPE i.e. make the PPE fit the user not the other way around!
- If more than one item of PPE is required to be worn at the same time make sure they are compatible and can be used together e.g. wearing safety glasses may disturb the seal of a respirator, causing air leaks;
- Instruct and train staff how to use it. Explain why it is needed, when to use it and what its limitations are;
- Ensure appropriate signage is displayed advising of the need for PPE

Other considerations

- Never allow exemptions from wearing PPE. Even for those jobs that 'only take a few minutes';
- Check with your supplier on what PPE is appropriate. Explain the job you are doing to them;
- If in doubt, seek further specialist advice

Maintenance

PPE must be properly looked after and stored when not in use, e.g. in a dry, clean cupboard. If it is reusable it must be cleaned and kept in good condition.

Think about:

- Using the right replacement parts which match the original, e.g. respirator filters;
- Keeping replacement PPE available;
- Who is responsible for maintenance and how it is to be done;
- Having a supply of appropriate disposable suits which are useful for dirty jobs and for visitors who need protective clothing

NB! Staff must make proper use of PPE and report its loss or destruction or any fault with it.

Monitor and review

Check regularly that PPE is being used. If it isn't, find out why not
Take note of any changes in equipment, materials and methods – you may have to update what you provide

Types of PPE

Eyes

- Hazards – Chemicals or metal splash, dust, projectiles, gas and vapour, radiation
- Options – Safety spectacles, goggles, face screens, face shields, visors
- **Note!** Make sure the chosen eye protection has the right combination of impact/dust/splash/molten-metal eye protection for the task and fits the user properly

Head and neck

- Hazards – Impact from falling or flying objects, risk of head bumping, hair getting tangled in machinery, chemical drips or splash, climate or temperature
- Options – Industrial safety helmets, bump caps, hairnets and firefighters' helmets
- **Note!** Some safety helmets incorporate or can be fitted with specially-designed eye or hearing protection. Don't forget neck protection, e.g. scarves for use during welding. Replace head protection if it is damaged.

Ears

- Hazards – Noise, a combination of sound level and duration of exposure, very high-level sounds are a hazard even with short duration
- Options – Earplugs, earmuffs, semi-insert/canal caps
- **Note!** Provide the right hearing protectors for the type of work, and make sure workers know how to fit them. Choose protectors that reduce noise to an acceptable level, while allowing for safety and communication

Hands and arms

- Hazards – Abrasion, temperature extremes, cuts and punctures, impact, chemicals, electric shock, radiation, vibration, biological agents and prolonged immersion in water
- Options – Gloves, gloves with a cuff, gauntlets and sleeving that covers part or all of the arm
- **Note!** Avoid gloves when operating machines such as bench drills where the gloves might get caught. The materials of some gloves are quickly penetrated by chemicals and so care must be taken in their selection. Wearing gloves for long periods can make the skin hot and sweaty, leading to skin problems. Using separate cotton inner gloves can help prevent this. Barrier creams are unreliable and are no substitute for proper PPE. Further information can be found on the HSE's website, http://www.hse.gov.uk/skin/index.htm

Feet and legs

- Hazards – Wet, hot and cold conditions, electrostatic build-up, slipping, cuts and punctures, falling objects, heavy loads, metal and chemical splash, vehicles
- Options – Safety boots and shoes with protective toecaps and penetration-resistant, mid-sole wellington boots and specific footwear, eg foundry boots and chainsaw boots
- **Note!** Footwear can have a variety of sole patterns and materials to help prevent slips in different conditions, including oil - or chemical-resistant soles. It can also be anti-static, electrically conductive or thermally insulating. Appropriate footwear should be selected for the risks identified

Lungs

- Hazards – Oxygen-deficient atmospheres, dusts, gases and vapours
- Options – respiratory protective equipment (RPE). Some respirators rely on filtering contaminants from workplace air. These include simple filtering face-pieces and respirators and power-assisted respirators. Make sure it fits properly, e.g. for tight-fitting respirators (filtering face-pieces, half and full masks). There are also types of breathing apparatus which give an independent supply of breathable air, e.g. fresh-air hose, compressed airline and self-contained breathing apparatus
- **Note!** The right type of respirator filter must be used as each is effective for only a limited range of substances. Filters have only a limited life. Where there is a shortage of oxygen or any danger of losing consciousness due to exposure to high levels of harmful fumes, only use breathing apparatus – never use a filtering cartridge. You will need to use breathing apparatus in a confined space or if there is a chance of an oxygen deficiency in the work area. Further information can be found on the HSE's website http://www.hse.gov.uk/respiratory-protective-equipment/index.htm

Whole body

- Hazards – Heat, chemical or metal splash, spray from pressure leaks or spray guns, contaminated dust, impact or penetration, excessive wear or entanglement of own clothing
- Options – Conventional or disposable overalls, boiler suits, aprons, chemical suits

Note! The choice of materials includes flame-retardant, anti-static, chain mail, chemically impermeable, and high-visibility. Don't forget other protection, like safety harnesses or life jackets. Emergency equipment – careful selection, maintenance and regular and realistic operator training is needed for equipment for use in emergencies, like compressed-air escape breathing apparatus, respirators and safety ropes or harnesses.

(28) Provision and Use of Equipment (PUWER) includes Workshop Equipment

Legislation

- Provision and Use of Work Equipment Regulations 1998
- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999
- CLEAPSS Guidance

(29) P.E. & Gym Equipment

- Association for Physical Education guide ‘Safe Practice: in Physical Education, School Sport and Physical Activity’
- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999

(30) Risk Assessment

Legislation

- Management of Health and Safety at Work Regulations 1999
- Health and Safety at Work etc. Act 1974
- Regulatory Reform (Fire Safety) Order 2005
- Control of Asbestos Regulations 2006
- Confined Spaces Regulations 1997
- Control of Noise at Work Regulations 2005
- Control of Substances Hazardous to Health (COSHH) Regulations 2002 (as amended)
- Health and Safety (Display Screen Equipment) Regulations 1992 (as amended)
- Health and Safety (First Aid) Regulations 1981
- Manual Handling Operations Regulations 1992 (as amended)

Background

A risk assessment is an important step in protecting your staff and your area of operational responsibility, as well as complying with the law. It helps you focus on the risks that really matter in the workplace under your control – the ones with the potential to cause harm.

In many instances, straightforward measures can readily control risks e.g. ensuring spillages are cleaned up promptly so people do not slip or cupboard drawers kept closed to ensure people do not trip. For most, that means simple, cheap and effective measures to ensure your most valuable asset – your staff – are protected.

The law does not expect you to eliminate all risk, but you are required to protect people as far as is 'reasonably practicable'.

A risk assessment is simply a careful examination of what, in your work, could cause harm to people, so that you can weigh up whether you have taken enough precautions or should do more to prevent harm.

Staff and others have a right to be protected from harm caused by a failure to take reasonable control measures. You are legally required to assess the risks in your workplace so you must put plans in place to control risks.

When thinking about risk assessment, remember:

- A **hazard** is anything that may cause harm, such as chemicals, electricity, working from ladders, an open drawer, etc; and
- The **risk** is the chance, high or low, that somebody could be harmed by these and other hazards, together with an indication of how serious the harm could be.

Risk assessments must be carried out in line with LBM's Corporate Guidance on Risk Assessment and be completed on the appropriate risk assessment forms. The information entered on the forms must identify significant risks and clearly detail how each individual risk will be eliminated or controlled to an acceptable level.

All risk assessments e.g. general; fire; manual handling; DSE; COSHH; etc. must be reviewed at least annually; or sooner where there is any significant change; any change in personnel; after any accident or incident or for any other reason the assessment is no longer valid.

All risk assessments must be readily and easily available at all times.

Head teacher's Duties

Head teachers are responsible for ensuring that suitable and sufficient risk assessments are carried out for the activities and buildings / premises under their control.

They must examine and assess all premises and areas under their control on a regular basis to identify significant risks to the health and safety of their staff and other persons and to take appropriate measures to ensure their health and safety.

In particular they must:

- Identify the hazards
- Decide who might be harmed and how
- Evaluate the risks and decide on precaution
- Record the findings and implement them

- Review the assessment and update if necessary
- Undertake risk assessments for any building or services related works that are planned.
- Act on the outcome of the risk assessments in order to remove the risk completely or reduce it to an acceptable level
- Carry out and record basic assessments of the risks associated with workplace hazards
- Recommend suitable control measures

(i) Risk assessments can be:

- Pro-active – carried out prior to a task or activity being undertaken in order to eliminate or reduce and control the risk;

- Reactive – carried out after an event has taken place; for example:

  - after any significant change such as a change in operational procedure or personnel;
  - following a workplace inspection;
  - after any accident or incident;
  - when reviewing existing assessments;
  - for any other reason an assessment is no longer valid

In order to reduce the chances of potential hazards not being identified a risk assessment procedure should include the following steps:

- Identify significant hazards including:
  - those arising from Curriculum Activities/Areas; and
  - those arising from Non-curriculum/Support activities
- Assess the potential risk of the hazards identified;
- Implement appropriate measures to control the hazards identified;
- Document the findings;
- Review the assessments annually and/or when there is any significant change (e.g. change in operational procedure or personnel); after any accident or incident or for any other reason the assessment is no longer valid.

(ii) School safety inspections can also be utilised to identify physical hazards located around the premises and form the first step of a risk assessment. An example process is outlined below.

- Site Manager carries out informal daily and weekly inspections as part of his normal duties. If they identify a **significant** hazard(s) a risk assessment is carried out, control measures implemented as appropriate and a record kept of the findings.

- Staff are able to report defects, repairs required, potential hazards etc. to the Site Manager in the maintenance / works required book. If a **significant** hazard(s) is identified a risk assessment is carried out, control measures implemented as appropriate and a record kept of the findings.

- Site Manager, Head teacher and a representative from the Governing Body carry out formal recorded school inspections each term. If a **significant** hazard(s) is identified a risk assessment is carried out, control measures implemented as appropriate and a record kept of the findings.

(iii) To assist with reviews and to make identification and retrieval easier it is recommended that each individual assessment be given a unique number which is then listed in a risk assessment register containing the following information:

- Assessment title / heading;
- Date the assessment was first carried out and by whom;
- Dates of each subsequent review; and:
- Name and signature of the person carrying out the review

If an assessment must be completely redone or a brand new assessment is carried out a new entry should be made. A copy of the risk register should then be filed with the assessments.

It is also recommended that assessments are separated and filed into:

- Curriculum activities and areas e.g. Science; D&T; PE & Sports Facilities; Food Technology; Sixth Form etc. and:

- Non-curriculum/Support activities e.g. facilities/building management

The register and assessments can be held electronically if preferred, however please note that if this method is selected then you must ensure that all members of staff have easy and unrestricted access at any time to the information held.

All members of staff must be advised of the chosen method and where the assessments can be located.

(iv) Where appropriate completed risk assessments should be further developed into safe working procedures / safe systems of work / method statements.

(v) The risk assessment process should be used to identify training requirements e.g. ladder and step ladder inspection; assembling and dismantling access towers etc. as part of the measures to control the hazards identified.

(vi) Any member of staff involved in the risk assessment process in any way should undertake appropriate training e.g. Introduction to Risk Assessment.

(vii) Risk assessments must be reviewed annually and they must also be reviewed when there is any significant change; any change in operational procedure; any change in personnel; after any accident or incident and/or for any other reason the assessment is no longer valid.

(viii) Risk assessments for hazards that have been eliminated should be removed from the live risk assessment file and archived.

(ix) The procedure / process for undertaking, recording and reviewing risk assessments must be described in the appropriate section of the 'Arrangements' part of the School Health & Safety Policy describing the procedure / process for undertaking, recording and reviewing risk assessments should also be updated to take any changes in process into account.

Further information on Risk Assessment can be found in the Corporate Safety Section's Corporate Guidance on Risk Assessment available here: https://www2.merton.gov.uk/business/healthandsafety/hs-merton-staff-contractors.htm#forms-Anchor-guid

(31) School Health & Safety Policy

Legislation

- Health and Safety at Work etc. Act 1974

Introduction

All schools must have their own health and safety policy specific to them. To assist schools with developing their policy the Corporate Safety Section has produced a model policy that can be customised and adapted to reflect each schools health and safety management arrangements. This must be reviewed, revised and updated annually.

In summary, health and safety policies are divided into three parts and must include the following:

- A **Statement of Intent** that sets out clear aims and measurable objectives. The policy Statement must be signed and dated by the Head teacher and a representative of the Governing Body;

- A description of the **Organisational Structure** for managing operational health and safety in the school and must include the names of staff with health and safety responsibilities; their position in the school and a description of their duties and responsibilities;

- An **Arrangements Section** that clearly describes the procedures; processes and systems the school has in place for managing each of the key areas of operational health and safety.

More detailed guidance on the way the model policy should be used is set out below:

Part One – Statement of Intent

This is where the school makes a declaration of its intent to provide safe and healthy working conditions and to ensure the school activities do not adversely affect the health, safety or welfare of employees or anybody else who may come onto site e.g. pupils, students, staff, visitors, contractors etc.

Please note; schools must not remove anything from this statement, but are free to add in further detail as required.

The statement must be signed and dated by the Head teacher and representative of the Governing Body.

Part Two – Responsibilities and Organisation

This section must clearly set out the hierarchy of those with responsibility for health and safety and detail each of their responsibilities and explain the allocation of functions and delegation of tasks to individual members of staff.

Should the Head teacher and other senior management delegate certain tasks and functions to subordinate staff this must be made clear in this section and the task listed against the appropriate job title.

NOTE! It should always be remembered that although the task can be delegated the responsibility cannot, this always remains with the appropriate manager.

Please also note that health and safety management does not always follow organisational line management and certain individuals may have health and safety duties delegated to them that may require them to work across areas and sections covered by different managers and supervisors other than their own resulting in more than one reporting line.

Part Three – Arrangements and procedures for implementing the policy

Certain issues can only be effectively developed and managed at a local level and therefore this part of the policy describes how the school will meet the standards set out in the Part 1 Statement of Intent and involves procedures and arrangements for controlling the risks involved in a range of activities in the school.

Therefore the Arrangements part of the policy is where the school must detail the operational arrangements it has in place to ensure the health, safety and welfare of employees or anybody else who may come onto site e.g. pupils, students, staff, visitors, contractors etc.

The Arrangements relevant to the school must be listed in the Table of Arrangements. The table is split into two parts:

The first part lists mandatory health and safety arrangements that **ALL** schools **MUST** have in place.

The second part lists the local health and safety arrangements specific to the particular area of work carried out at the particular school.

NOTE! These lists are **NOT** exhaustive and additional arrangements must be added as appropriate.

The tables contain the following columns.

- Subject Heading of the Arrangement
- Name and Job Title of the person responsible for the Arrangement
- Location of the Arrangement
- Date of Issue
- Date of Review

The Arrangements will either be located in the school health and safety policy itself and if this is the case then the relevant page number must be entered in the Location of Arrangement column.

Where, for operational reasons and ease of use, certain Arrangements e.g. school trip procedures; critical incident management; fire safety management etc. are contained within other documents then their exact location must be entered in the Location of Arrangement column so that staff are aware they exist and where they can find them.

The Head teacher is responsible for ensuring that suitable Arrangements and Procedures are in place and for ensuring the following tables are accurately completed at all times.

Summary

The Health and Safety Policy can be described as the 'WHAT', 'WHO', and 'HOW' of a school's safety management system.

Part 1 is a general statement of policy, the **'WHAT'**

Part 2 details who is responsible for what, the **'WHO'**

Part 3 details the operational arrangements, the **'HOW'**

NOTE! The School **MUST** complete **ALL 3 Parts** for the document to constitute a valid Health and Safety Policy and comply with legislative requirements.

Next Steps

1) Create a School Health and Safety Policy using this guidance and the model policy. Don't forget to change the headers and footers.

2) Ensure that you and your staff are familiar with the policy and the responsibilities it allocates.

Ensure the LBM Corporate Health, Safety and Welfare Policy is made available to all staff. Display the statutory health and safety law poster where staff can easily see it, e.g. in main entrance area and on notice boards etc.

(32) School Safety Inspections

- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999

Informal safety inspections of the school must take place at least once a week.

The Head teacher; School Business Manager; Site Manager and a representative of the Governing Body must undertake a formal inspection of the premises once a term as a minimum and record the results.

Arrangements must be in place to show how hazards identified through the inspection processes referred to above are assessed and controlled to an acceptable level.

(33) School Science

For advice; guidance and training on hazardous substances used in science and design and technology schools are directed to the following three CLEAPSS websites:

http://science.cleapss.org.uk/ provides information for science teachers and technicians on all aspects of secondary science, including Bulletins; HazCards; Practical Procedures; Radiation Protection etc.

http://dt.cleapss.org.uk/ provides information for teachers and managers of resistant materials; textiles; food; art and design; and construction and includes project ideas; model risk assessments; FutureMinds newsletter; and management guidance.

http://primary.cleapss.org.uk/ provides information for primary teachers of science; technology; and art and design and includes teaching ideas; doing things safely; primary competition; and leadership guidance.

Further Contact details:

CLEAPSS, The Gardiner Building, Brunel Science Park, Kingston Lane, Uxbridge UB8 3PQ. Tel: 01895 251 496 Fax: 01895 814 372

(34) Slips, Trips & Falls

Legislation

- Workplace (Health, Safety & Welfare) Regulations 1992
- Management of Health and Safety at Work Regulations 1999
- Health and Safety at Work etc. Act 1974

Background

Slips and trips are the most common cause of injury at work. On average, they cause 40 per cent of all reported major injuries and can also lead to other types of serious accidents, for example falls from height. Slips and trips are also the most reported injury to members of the public.

Head teacher's Duties

Carry out a risk assessment in order to identify slip, trip and fall hazards and implement practical control measures to eliminate and/or reduce the risk of slip and trip accidents.

Focus on the risks that really matter in your workplace - the ones with the potential to cause harm. In many instances, straightforward measures can readily control risks, for example, ensuring spillages are cleaned up promptly so people do not slip or cupboard drawers kept closed to ensure people do not trip. For most, that means simple, cheap and effective measures to ensure your workforce is protected

Practical steps to prevent slips and trips accidents

- **Stop floors becoming contaminated**
    - Use entrance matting.
    - Fix leaks from machinery or buildings.
    - Make sure plant and equipment are maintained.
    - Design tasks to minimise spillages.
    - Plan pedestrian and vehicle routes to avoid contaminated areas.

- **Use the right cleaning methods**
    - Make sure that your cleaning method is effective for the type of floor you have.
    - Don’t introduce more slip or trip risks while cleaning is being done.
    - Leave smooth floors dry after cleaning or exclude pedestrians until the floor is dry.
    - Remove spillages promptly.
    - Have effective arrangements for both routine cleaning and dealing with spills.
    - Use the appropriate detergent mixed at the correct concentration.

- **Consider the flooring and work environment**
    - Check for loose, damaged and worn flooring and replace as needed.
    - Floors likely to get wet or have spillages on them should be of a type that does not become unduly slippery.
    - Make sure lighting is sufficient and that slopes or steps are clearly visible.

- Keep walkways and work areas clear of obstructions.

- **Get the right footwear**
  - Where floors cannot be kept clean and dry, slip-resistant footwear can help prevent slip accidents.
  - Trial footwear first to make sure it is suitable for the environment and for those who will be wearing it, i.e. comfort and fit.
  - If footwear is supplied as personal protective equipment (PPE), it must be supplied free of charge to employees.

- **Think about people and organisational factors**
  - Consider how work is organised and managed, e.g. to avoid rushing, overcrowding, trailing cables.
  - Make sure employees are involved in the decisions that affect them, e.g. choice of PPE footwear or a change in cleaning methods.

(35) Water Systems Safety / Legionella Control

Legislation

- **Health and Safety at Work etc. Act 1974 (HSWA)**

  Duties under the HSWA extend to risks from legionella bacteria, which may arise from work activities.

- **Management of Health and Safety at Work Regulations (MHSWR) 1999**

  This provides a broad framework for controlling health and safety at work including risks from legionella bacteria.

- **Control of Substances Hazardous to Health Regulations 2002 (COSHH)**

  Provides a framework of actions designed to assess, prevent or control the risk from bacteria like Legionella and includes the requirement to take suitable precautions.

  The Approved Code of Practice (ACOP): Legionnaires' disease: The control of Legionella bacteria in water systems (L8) contains practical guidance on how to manage and control the risks in your system.

  HSG 274 Legionnaires' disease Technical guidance: Provides guidance on identifying and assessing sources of risk; preparing a scheme to prevent or control risk; implementing, managing and monitoring precautions; keeping records of precautions; and appointing a manager responsible for others. It also provides practical advice and guidance on legislative compliance.

What must Head teachers do?

As a Head teacher and the person in control of the premises, you are responsible for health and safety and need to take the right precautions to reduce the risks of exposure to legionella. Therefore you must understand the health risks associated with legionella and how to:

- identify and assess sources of risk;
- manage any risks;
- prevent or control any risks;
- keep and maintain the correct records;
- carry out any other duties you may have

The key point is to design, maintain and operate your water services under conditions that will either prevent or adequately control the risk from legionella bacteria.

It is important that you either have, or have access to, competent help to fulfil these obligations.

If you identify a risk that you are unable to prevent, you must introduce appropriate controls.

You should introduce a course of action that will help you to control any risks from legionella by describing:

- your system and its component parts e.g. developing a schematic diagram;
- who is responsible for carrying out the assessment and managing its implementation;
- the safe and correct operation of your system;
- what control methods and other precautions you will be using;
- what checks will be carried out to ensure risks are being managed and how often

You should where appropriate

- ensure that the release of water spray is properly controlled;
- avoid water temperatures and conditions that favour the growth of legionella and other micro-organisms;
- ensure water cannot stagnate anywhere in the system by keeping pipe lengths as short as possible or by removing redundant pipe work;
- avoid materials that encourage the growth of legionella. Fittings; materials and appliances approved for use on the UK Water Supply System by the Water Regulations Advisory Scheme can be found in the Water Fittings & Materials Directory;
- keep the system and the water in it clean;
- treat water to either control the growth of legionella (and other microorganisms) or limit their ability to grow

Are there Legionella risks in my school?

Any water system, with the right environmental conditions, could be a source for legionella bacteria growth. There is a reasonably foreseeable legionella risk if your water system:

- has a water temperature between 20–45 °C
- creates and/or spreads breathable droplets, e.g. aerosol created by a cooling tower, or water outlets
- stores and/or re-circulates water
- likely to contain a source of nutrients for the organism to grow, e.g. rust, sludge, scale, organic matter and biofilms

The most common sources of legionella are in man-made water systems including:

- Hot and cold water systems (the most likely source of legionella in a school)
- Cooling towers and evaporative condensers
- Spa pools
- Other risk systems
    - e.g. humidifiers; air washers; emergency showers; eye wash sprays; indoor ornamental fountains; aqueous tunnel washers etc. that could potentially be a source for legionella bacteria growth.

Hot and cold water systems

There are various systems available to supply hot and cold water services that range in size, scale and complexity. All can present foreseeable risk of exposure to legionella.

Temperature control is the traditional strategy for reducing the risk of legionella in hot and cold water systems.

Cold water systems should be maintained, where possible, at a temperature below 20°C.

Hot water should be stored at least at 60°C and distributed so that it reaches a temperature of 50°C (55°C in healthcare premises) within one minute at the outlets.

Before assessing the risks associated with these systems, you need to understand the type of system, its constituent parts and operation. Simplified examples of different basic systems are:

- Smaller hot and cold water systems – non or low storage systems
- Hot and cold water storage – gravity fed system
- Pressurised mains-fed water system
- Hot water storage only

- Cold water storage only – mains pressure hot water system

Scalding

There is a risk of scalding where water comes out of taps at temperatures above 44°C. In certain facilities e.g. care homes and schools, this is especially so for whole-body immersion in baths and showers of vulnerable patients, children, elderly people, and people with disabilities or those with sensory loss who may not be able to recognise high temperatures and respond quickly.

You have a legal duty to assess the risk of scalding and to adopt appropriate measures to control it. Your approach will depend on the needs and capabilities of staff, pupils and other occupiers and their level of vulnerability.

For most people, the scalding risk is minimal where water is delivered up to 50°C at hand-wash basins and a hot water warning notice may be sufficient.

However, where vulnerable people can get access to baths or showers and the scalding risk is considered significant, the fitting of thermostatic mixing valve (TMV) Type 3 is required to prevent water being discharged at more than 44°C.

Identify and assess sources of risk

Carrying out a risk assessment is your responsibility. You may be competent to carry out the assessment yourself but, if not, you should call on help and advice from either within your own organisation or from outside sources, e.g. consultancies.

You or the person responsible for managing risks, need to understand your water systems, the equipment associated with the system such as pumps, heat exchangers, showers etc. and its constituent parts.

Identify whether they are likely to create a risk from exposure to legionella, and whether:

- the water temperature in all or some parts of the system is between 20–45 °C;
- water is stored or re-circulated as part of your system;
- there are sources of nutrients such as rust, sludge, scale, organic matter and biofilms;
- the conditions are likely to encourage bacteria to multiply;

- it is possible for water droplets to be produced and, if so, whether they can be dispersed over a wide area, e.g. showers and aerosols from cooling towers;
- it is likely that any of your staff; pupils; visitors etc. are more susceptible to infection due to age, illness, a weakened immune system etc. and whether they could be exposed to any contaminated water droplets

Your risk assessment should include:

- management responsibilities, including the name of the competent person and a description of your system;
- competence and training of key personnel;
- any identified potential risk sources;
- any means of preventing the risk or controls in place to control risks;
- monitoring, inspection and maintenance procedures;
- records of the monitoring results and inspection and checks carried out;
- arrangements to review the risk assessment regularly, particularly when there is reason to suspect it is no longer valid

If you conclude that there is no reasonably foreseeable risk or the risks are low and are being properly managed to comply with the law, your assessment is complete.

You may not need to take any further action at this stage, but any existing controls must be maintained and the assessment reviewed regularly in case anything changes in your system.

Managing the risk

As the Head teacher and person in control of the premises, you must appoint someone competent to help you meet your health and safety duties and to take responsibility for controlling any identified risk from exposure to legionella bacteria.

A competent person, often known as the responsible person, is someone with sufficient authority, competence, necessary skills, knowledge of the system, and experience. The appointed responsible person could be one, or a combination of:

- Yourself
- One of more workers
- Someone from outside your business

If there are several people responsible for managing risks, you must ensure that everyone knows what they are responsible for and how they fit into the overall risk management of the system.

If you decide to employ contractors to carry out water treatment or other work, it is still the responsibility of the competent person to ensure that the treatment is carried out to the required standards.

Remember, before you employ a contractor, you should be satisfied that they can do the work you want to the standard that you require.

There are a number of external schemes to help you with this, for example, the Recommended Code of Conduct for Service Providers published by the Legionella Control Association and the standard for legionella risk assessment published by the British Standards Institute (BSI).

Preventing or controlling the risk

You should first consider whether you can prevent the risk of legionella by looking at the type of water system you need, e.g. identify whether it is possible to replace a wet cooling tower with a dry air-cooled system.

The key point is to design, maintain and operate your water services under conditions that prevent or adequately control the growth and multiplication of legionella.

If you identify a risk that you are unable to prevent, you must introduce a course of action i.e. a written control scheme that will help you to manage the risk from legionella by implementing effective control measures, by describing:

- your system, e.g. develop a schematic diagram;
- who is responsible for carrying out the assessment and managing its implementation;
- the safe and correct operation of your system;
- what control methods and other precautions you will be using;
- what checks will be carried out, and how often will they be carried out, to ensure the controls remain effective

You should:

- ensure that the release of water spray is properly controlled;
- avoid water temperatures and conditions that favour the growth of legionella and other micro-organisms;
- ensure water cannot stagnate anywhere in the system by keeping pipe lengths as short as possible or removing redundant pipework;
- avoid materials that encourage the growth of legionella. Fittings; materials and appliances approved for use on the UK Water Supply System by the Water Regulations Advisory Scheme can be found in the Water Fittings & Materials Directory;
- keep the system and the water in it clean;
- treat water to either control the growth of legionella (and other microorganisms) or limit their ability to grow;
- monitor any control measures applied;
- keep records of these and other actions taken, such as maintenance or repair work

(36) Workplace Safety

Legislation

- Workplace (Health, Safety & Welfare) Regulations 1992
- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999

Background

The Workplace Regulations expand on duties contained in the Health and Safety at Work etc Act 1974 and are intended to protect the health and safety of everyone in the workplace, and ensure that adequate welfare facilities are provided for people at work. They aim to ensure that workplaces meet the health, safety and welfare needs of all members of a workforce, including people with disabilities.

Head teacher's Duties

Undertake regular routine health and safety building checks and regular formal recorded health and safety inspections to ensure the following items are provided and maintained to the level required by legislation. Formal recorded health and safety inspections must be carried out quarterly as a minimum:

Health

- Ventilation
- Temperatures in indoor workplaces
- Work in hot or cold environments

- Lighting
- Cleanliness and waste materials
- Room dimensions and space
- Workstations and seating

Safety

- Maintenance
- Floors and traffic routes
- Falls into dangerous substances
- Transparent or translucent doors, gates or walls and windows
- Windows
- Doors and gates
- Escalators and moving walkways

Welfare

- Sanitary conveniences and washing facilities
- Drinking water
- Accommodation for clothing and facilities for changing
- Facilities for rest and to eat meals

(37) Working at Height

Legislation

- Work at Height Regulations 2005
- Management of Health and Safety at Work Regulations 1999
- Construction (Design & Management) Regulations 2007 (CDM)
- Health and Safety at Work etc. Act 1974

Background

Work at height means work in any place where, if precautions were not taken, a person could fall a distance liable to cause personal injury.

You are working at height if you:

- work above ground/floor level;
- could fall from an edge, through an opening or fragile surface; or
- could fall from ground level into an opening in a floor or a hole in the ground

Work at height does not include a slip or a trip on the level, as a fall from height has to involve a fall from one level to a lower level, nor does it include walking up and down a permanent staircase in a building.

Working at height remains one of the biggest causes of fatalities and major injuries. Common cases include falls from ladders and through fragile surfaces.

Head teacher's Duties

Ensure that work is properly planned, supervised and carried out by competent people with the skills, knowledge and experience to do the job using the right type of equipment for working at height.

Take a sensible approach when considering precautions. Low-risk, relatively straightforward tasks will require less effort when it comes to planning and there may be some low-risk situations that only require simple precautions.

Control measures

First assess the risks. Factors to weigh up include the height of the task, the duration and frequency, and the condition of the surface being worked on

Before working at height work through these simple steps:

- **Avoid** work at height where this is reasonably practicable
- Where work at height cannot be easily avoided, **prevent** falls using either an existing place of work that is already safe and/or use the right type of equipment
- Where the risk cannot be eliminated **minimise** the distance and consequences of a fall by using the right type of equipment.

For each step, always consider measures that protect everyone at risk i.e. **collective protection** before measures that only protect the individual i.e. **personal protection**.

Work at Height Training

Head teachers must ensure that no member of staff engages in any activity in relation to work at height or work equipment unless they have sufficient skills, knowledge and experience to perform the task, or, if they are being trained, are working under the supervision of a competent person.

This includes the use Ladders and Step Ladders; Mobile Elevated Work Platforms (MEWPs); Scaffolding; Fall Restraint and Fall Arrest equipment etc.

(38) Confined Spaces

Legislation

- Confined Spaces Regulations 1997
- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999

Background

A confined space is a place which is substantially enclosed (though not always entirely), and where by virtue of its enclosed nature there arises one or more reasonably foreseeable specified risks. These specified risks are:

- Injury to any person at work arising out of fire or explosion.
- Loss of consciousness due to increase in body temperature.
- Loss of consciousness due to gas, fume, vapour or lack of oxygen.
- Drowning as a result of an increase in the level of a liquid.
- Asphyxia caused by a free-flowing solid or the inability to reach a respirable environment due to trapping by a free-flowing solid

Manager's Duties

You must carry out a suitable and sufficient assessment of the risks for all work activities for the purpose of deciding what measures are necessary for safety.

For work in confined spaces this means identifying the hazards present, assessing the risks and determining what precautions to take. In most cases the assessment will include consideration of:

- the task;
- the working environment, including means of access and egress;
- working materials and tools;
- the suitability of those carrying out the task;
- arrangements for emergency rescue.

You may need to appoint competent people to help manage the risks and ensure that employees are adequately trained and instructed. Of course, you may be the best person to do this, however, you may need to train someone else or engage the services of a competent person for additional help.

If your assessment identifies risks of serious injury from work in confined spaces, such as the dangers highlighted above, the Confined Spaces Regulations 1997 apply.

These regulations contain the following key duties that you as the manager must discharge:

- avoid entry to confined spaces, e.g. by doing the work from outside;
- if entry to a confined space is unavoidable, follow a safe system of work; and
- put in place adequate emergency arrangements before the work starts.

(39) Construction (Design and Management) Regulations 2015 (CDM 2015)

Legislation

- Construction (Design & Management) Regulations 2007 (CDM)
- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999

Background

Whatever your role in construction, CDM aims to improve health and safety in the industry by helping you to:

- sensibly plan the work so the risks involved are managed from start to finish
- have the right people for the right job at the right time
- cooperate and coordinate your work with others
- have the right information about the risks and how they are being managed
- communicate this information effectively to those who need to know
- consult and engage with workers about the risks and how they are being managed

Duties

CDM 2015 places legal duties on virtually everyone involved in construction work. Those with legal duties are commonly known as **'dutyholders'**.

Dutyholders under CDM 2015 are defined as follows:

- **Client** - Anyone who has construction work carried out for them. The main duty for clients is to make sure their project is suitably managed, ensuring the health and safety of all who might be affected by the work, including members of the public.

  CDM 2015 recognises two types of client:

  - **commercial clients** have construction work carried out as part of their business. This could be an individual, partnership or company and includes property developers and companies managing domestic properties

  - **domestic clients** have construction work carried out for them but not in connection with any business – usually work done on their own home or the home of a family member. CDM 2015 does not require domestic clients to carry out client duties as these normally pass to other dutyholders

- **Designer** - An organisation or individual whose work involves preparing or modifying designs, drawings, specifications, bills of quantity or design calculations. Designers can be architects, consulting engineers and quantity surveyors, or anyone who specifies and alters designs as part of their work. They can also include tradespeople if they carry out design work. The designer's main duty is to eliminate, reduce or control foreseeable risks that may arise during construction work, or in the use and maintenance of the building once built. Designers work under the control of a principal designer on projects with more than one contractor.

- **Principal designer** - A designer appointed by the client to control the pre-construction phase on projects with more than one contractor. The principal designer's main duty is to plan, manage, monitor and coordinate health and safety during this phase, when most design work is carried out.

- **Principal contractor** - A contractor appointed by the client to manage the construction phase on projects with more than one contractor. The principal contractor's main duty is to plan, manage, monitor and coordinate health and safety during this phase, when all construction work takes place.

- **Contractor** - An individual or business in charge of carrying out construction work (e.g. building, altering, maintaining or demolishing). Anyone who manages this work or directly employs or engages construction workers is a contractor. Their main duty is to plan, manage and monitor the work under their control in a way that ensures the health and safety of anyone it might affect (including members of the public). Contractors work under the control of the principal contractor on projects with more than one contractor.

- **Worker** - An individual who actually carries out the work involved in building, altering, maintaining or demolishing buildings or structures. Workers include: plumbers, electricians, scaffolders, painters, decorators, steel erectors and labourers, as well as supervisors like foremen and chargehands. Their duties include cooperating with their employer and other dutyholders, reporting anything they see that might endanger the health and safety of themselves or others. Workers must be consulted on matters affecting their health, safety and welfare.

Do you commission maintenance or building work as part of your job?

If the answer is 'yes' you are classed as a 'client' and will have legal duties under the Construction (Design and Management) Regulations 2015 (CDM 2015).

What do clients need to do?

Many clients, particularly those who only occasionally have construction work done, are not experts in construction work. Although you are not expected to actively manage or supervise the work yourself, you have a big influence over the way the work is carried out.

Whatever the size of your project, you decide which designer and contractor will carry out the work and how much money, time and resources are available. The decisions you make have an impact on the health, safety and welfare of workers and others affected by the work.
CDM 2015 is not about creating unnecessary and unhelpful processes and paperwork. It is about choosing the right team and helping them to work together to ensure health and safety.

(i) Appoint the right people at the right time

If more than one contractor will be involved, you will need to appoint in writing a principal designer and a principal contractor.

A principal designer is required to plan, manage and coordinate the planning and design work. Appoint them as early as possible so they can help you gather information about the project and ensure that the designers have done all they can to check that it can be built safely.

A principal contractor is required to plan, manage and coordinate the construction work. Appoint them as early as possible so they are involved in discussions with the principal designer about the work.

Getting the right people for the right job means your designers and your contractors need to have the skills, knowledge and experience to identify, reduce and mange health and safety risks. This is known as having the 'organisational capability' for the job. Designers and contractors should be able to give references from previous clients for similar work and explain to you how they will achieve what you want.

(ii) Ensure there are arrangements in place for managing and organising the project

The work is more likely to be done on time and without harming anyone if it is properly planed and managed. Sometimes the work is complex and uses many different trades. Often it involves high-risk work such as the work listed below.

The principal designer should understand these types of risks and try to avoid them when designing your project. The principal contractor or builder should manage the risks on site.

These are the biggest causes of accidents and ill health in construction work, and your designer and contractor can manage the risks by doing the following:

- **Falls from height:**

  - Make sure ladders are in good condition; positioned at an angle of 1:4; and tied or footed;
  - Prevent people and materials falling from roofs, gable ends, working platforms and open edges using guardrails, mid-rails and toe-boards;
  - Make sure fragile roof surfaces are covered, or secure working platforms with guard rails are used on or below the roof.

- **Collapse of excavations:**

  - Shore excavations; cover or barrier excavations to prevent people or vehicles from falling in.

- **Collapse of structures:**

  - Support structures (such as walls, beams, chimney breasts and roofs) with props; ensure props are installed by a competent person.

- **Exposure to building dusts:**

  - Prevent dust by using wet cutting and vacuum extraction on tools; use a vacuum cleaner rather than sweeping; use a suitable, well-fitting mask.

- **Exposure to asbestos:**

  - Do not start work if it is suspected that asbestos may be present until a demolition/refurbishment survey has been carried out.

- **Electricity:**

  - Turn the electricity supply and other services off before drilling into walls;
  - Do not use excavators or power tools near suspected buried services.

- **Protect members of the public, the client, and others:**

  - Secure the site; net scaffolds and use rubbish chutes.

It is very important that you discuss with your designer and builder before work starts and throughout the build how these risks are being managed.

(iii) Allow adequate time

Work that is rushed is likely to be unsafe and of poor quality. Allow enough time for the design, planning and construction work to be undertaken properly.

(iv) Provide information to your designer and contractor

Your designer and builder will need information about what you want built, the site and existing structures or hazards that may be present such as asbestos, overhead cables, and buried services. Providing this information at an early stage will help them to plan, budget and work around problems. Your principal designer can help you gather this information.

Putting together a 'client brief' at the earliest stages which includes as much information as you have about the project, along with the timescales and budget for the build and how you expect the project to be managed can help you to set the standards for managing health and safety.

(v) Communicate with your designer and building contractor

Your project will only run efficiently if everyone involved in the work communicates, cooperates and coordinates with each other.

During the design and planning stage, you, your designer and contractor need to discuss issues affecting what will be built, how it will be built, how it will be used and how it will be maintained when finished. This will avoid people being harmed or having unexpected costs because issues were not considered when design changes could still easily be made.
Meeting with your designer and contractor as the work progresses gives an opportunity to deal with problems that may arise and discuss health and safety.

This will help to ensure that the work progresses as planned and avoid the temptation for cutting corners.

(vi) Ensure adequate welfare facilities on site

Make sure that your contractor has made arrangements for adequate welfare facilities for their workers before the work starts. See the HSE publication Provision of welfare facilities during construction work (see 'Further reading' for details).

(vii) Ensure a construction phase plan is in place

The principal contractor (or contractor if there is only one contractor) has to draw up a plan explaining how health and safety risks will be managed. This should be proportionate to the scale of the work and associated risks and you should not allow work to start on site until there is a plan.

(viii) Keep the health and safety file

At the end of the build the principal designer should give you a health and safety file. If the principal designer leaves before the end of the project, the principal contractor (or contractor if there is only one contractor) should do this. It is a record of useful information which will help you manage health and safety risks during any future maintenance, repair, construction work or demolition. You should keep the file, make it available to anyone who needs to alter or maintain the building, and update it if circumstances change.

(ix) Protecting members of the public, including your employees

If you are an employer, or you have members of the public visiting your premises, you need to be sure that they are protected from the risks of construction work.

Discuss with your designer and contractor how the construction work may affect how you run your business, e.g. you may have to re-route pedestrian access; make sure signs to your entrance are clear; or change the way your deliveries operate.

(x) Ensure workplaces are designed correctly

If your project is for a new workplace or alterations to an existing workplace, it must meet the standards set out in the Workplace (Health, Safety and Welfare) Regulations 1992 (see 'Further reading').

Notifying construction projects

For some construction work (work lasting longer than 30 days with more than 20 workers working at the same time, or involving 500 person days of work), you need to notify HSE of the project as soon as possible before construction work starts. In practice, you may request someone else to do this on your behalf.

Why you should comply with your duties as a client

If you do not comply with CDM 2015, you are likely to be failing to influence the management of health and safety on your project. This means that your project could be putting workers and others at risk of harm, and that the finished structure may not achieve good standards and be value for money.

If you don't appoint a principal designer or principal contractor you will be responsible for the things that they should have done.

Serious breaches of health and safety legislation on your construction project could result in construction work being stopped by HSE or your local authority and additional work may be needed to put things right. In the most serious circumstances, you could be prosecuted.

Fee for Intervention

HSE recovers the costs of time spent dealing with material breaches of health and safety law. This is known as Fee for Intervention (FFI). FFI applies when an inspector finds something wrong that they believe is serious enough for them to write to you about. A fee is charged for the time spent by the inspector in sorting it out. Following this simple guidance may help you to avoid having to pay a fee.

(40) Fall Restraint and/or Fall Arrest Equipment

- Work at Height Regulations 2005;
- relevant British (BS); European (EN) & International (ISO) Standards
- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999

(41) Movement of people and vehicles

Legislation

Workplace (Health, Safety & Welfare) Regulations 1992
Health and Safety at Work etc. Act 1974
Management of Health and Safety at Work Regulations 1999

Background

Workplace transport means any vehicle that is used in a work setting, such as forklift trucks, compact dumpers, tractors or mobile cranes. It can also include cars, vans and large goods vehicles when these are operating off the public highway.

Manager's Duties

Check, in consultation with your employees, that your level of management control/supervision is adequate. In particular you must ensure:

- There are documented site rules for vehicle and pedestrian activities and that these rules are distributed to all those affected by those activities;
- Supervisors, drivers and others, including contractors and visiting drivers, are aware of the site rules and ensure they are aware of their responsibilities in terms of helping to maintain a safe workplace and environment;
- That a risk assessment is completed for all workplace transport hazards;
- The level of supervision is sufficient to maintain safe standards;
- Sanctions are applied when employees, contractors, etc. fail to maintain these standards;

- Adequate steps are taken to detect unsafe behaviour of drivers of both site and visiting vehicles as well as pedestrians and ensure the underlying reasons are investigated in order to correct unsafe behaviour;
- There is good co-operation and liaison on health and safety matters between staff and those who collect or deliver goods.

Check what your drivers and other employees actually do when undertaking their work activities. In particular you must ensure:

- Drivers drive with care, e**.**g**.** use the correct routes, drive within the speed limit and follow any other site rules**;**
- Drivers and other employees have enough time to complete their work without rushing or working excessive hours;
- Monitor “job and finish” work to ensure drivers are not rushing to cut corners;
- Check to ensure that employees are using safe work practices, e.g. when (un)coupling, (un)loading, securing loads, carrying out maintenance, etc;
- Unsafe behaviour is routinely challenge and investigated;
- Set a good example, for instance by obeying vehicle / pedestrian segregation instructions, and by wearing high visibility garments where these are needed.

Site layout and internal traffic routes

In particular you must ensure:

- Roads and footways are suitable for the types and volumes of vehicular traffic and pedestrian traffic using them;
- Vehicles and pedestrians are kept safely apart;
- Where necessary there are suitable pedestrian crossing places on vehicle routes;
- There are safe pedestrian routes that allow visiting drivers to report for instructions when entering the site;
- There are adequate numbers of suitable parking places for all vehicles and that they are used;

- Where necessary there are properly designed and signed one-way systems used on vehicle routes within the workplace;
- The level of lighting in each area is sufficient for pedestrian and vehicle activity;
- That vehicle traffic routes are suitable for the type and quantity of vehicles which use them;
- That traffic routes are wide enough; have firm and even surfaces; are free from obstructions and other hazards and are well maintained;
- That vehicle routes avoid sharp and/or blind bends;
- That suitable safety features are provided where appropriate;
- Roadways are marked where necessary, e.g. to indicate the right of way at road junctions;
- Road signs, as used in the Highway Code, are installed where necessary;
- Features such as fixed mirrors (to provide greater vision at blind bends), road humps (to reduce vehicle speeds), or barriers (to keep vehicles and pedestrians apart) provided where necessary.

Vehicle Movements

In particular you must ensure:

- That the need for reversing is kept to a minimum, and where reversing is necessary that it is undertaken safely and in safe areas;
- One-way systems are used, wherever possible to reduce the need for reversing;
- Where reversing areas are needed they are clearly marked and obvious to both drivers and pedestrians;
- Non-essential personnel are excluded from areas where reversing occurs;
- Banksmen are adequately trained and highly visible.

(42) Permits to Work

Legislation

- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999
- Confined Spaces Regulations 1997
- Electricity at Work Regulations 1989
- COSHH Regulations 2002 (as amended)
- Dangerous Substances and Explosive Atmospheres Regulations 2002
- Ionising Radiations Regulations 1999
- Pressure Systems Safety Regulations 2000
- LOLER 1998
- PUWER 1998

Background

A permit-to-work system is a formal recorded process used to control work, which is identified as potentially hazardous. It is also a means of communication between site/installation management, plant supervisors and operators and those who carry out the hazardous work.

A permit-to-work system is an integral part of a safe system of work and can help to properly manage the wide range of activities which can take place close together in a small space, such as in a storage area or process plant.

Permit-to-work systems form an essential part of the task risk assessment process. When a task is identified an appraisal should be carried out to identify the nature of the task and its associated hazards.

Next, the risks associated with the task should be identified together with the necessary controls and precautions to mitigate the risks. The extent of the controls required will depend on the level of risk associated with the task and may include the need for a permit-to-work.

A permit-to-work is not simply permission to carry out a dangerous job. It is an essential part of a system which determines how that job can be carried out safely, and helps communicate this to those doing the job. It should not be regarded as an easy way to eliminate hazard or reduce risk.

The issue of a permit does not, by itself, make a job safe - that can only be achieved by those preparing for the work, those supervising the work and those carrying it out.

In addition to the permit-to-work system, other precautions may need to be taken – e.g. process or electrical isolation, or access barriers - and these will need to be identified in task risk assessments before any work is undertaken.

The permit-to-work system should ensure that authorised and competent people have thought about foreseeable risks and that such risks are avoided by using suitable precautions.

Those carrying out the job should think about and understand what they are doing to carry out their work safely, and take the necessary precautions for which they have been trained and made responsible.

Head teacher's Duties

Managers must ensure that permit-to-work systems are used for the following:

- Non-production work (e.g. maintenance, repair, inspection, testing, alteration, construction, dismantling, adaptation, modification, cleaning etc);
- Non-routine operations;
- Jobs where two or more individuals or groups need to co-ordinate activities to complete the job safely;
- Jobs where there is a transfer of work and responsibilities from one group to another.

More specifically, the following are examples of types of job where managers' must consider the use of permits-to-work or isolation certificates as appropriate:

- Work of any type where heat is used or generated (e.g. by welding, flame cutting, grinding etc.);
- Work which may generate sparks or other sources of ignition;
- Work which may involve breaking containment of a flammable, toxic or other dangerous substance and/or pressure system;
- Work on high voltage electrical equipment or other work on electrical equipment which may give rise to danger;
- Entry and work within tanks and other confined spaces;
- Work involving the use of hazardous/dangerous substances, including radioactive materials and explosives;
- Well intervention;
- Diving, including onshore operations near water;
- Pressure testing;
- Work affecting evacuation, escape or rescue systems;
- Work involving temporary equipment, e.g. generators, welding equipment etc;
- Work at height;
- Any operation which requires additional precautions or personal protective equipment (PPE) to be in place;
- Any other potentially high-risk operation.

Head teachers must also ensure:

- A senior manager is assigned responsibility to ensure an appropriate permit-to-work system is introduced;
- Appropriate procedures are established and maintained for all work done under the permit-to-work system;
- Arrangements are made for the workforce to be made aware of the permits and systems, and trained in their operation;
- The permit-to-work system is monitored to ensure that it is effective and correctly applied;
- The permit-to-work system is audited and reviewed;
- Copies of permits, or records of their issue, are kept for a specified period to enable auditing or incident investigation;
- Sufficient resources are provided to enable the permit-to-work system to be properly implemented.
- All work requiring a permit-to-work is identified;
- The permit contains a clear description of the work to be done, its location, start time and duration;
- Permits for work activities that may interact or affect other site activity are adequately controlled;
- All other work that would create a hazard if undertaken at the same time is suspended and made safe;
- Limitations on the timing and scope of the work are defined as well as actions to be taken in the event of site emergencies;
- All personnel engaged in the preparation of permits, and responsible for the supervision and performance of the work, are identified and competent;
- Sufficient information is given to oncoming shifts about work for which there is a permit and which has not been completed;
- All personnel (including contractors) working within the permit system have sufficient knowledge and competence to carry out their duties.

(43) School Lettings

Head teachers must ensure that the letting does not compromise the schools health & safety or fire safety and conversely that the school do not compromise the hirers health & safety or fire safety.

In summary schools need to consider the following:

(i) Decide which organisations are suitable; how much they'll make and whether it's worth the bother

(ii) Write a lettings policy

If they decide it is then it is recommended they write a lettings policy that clearly sets out what the school will let the premises out for, and to what kind of organisation.

The policy can be used as a basis for making decisions on who and what is suitable and should cover as a minimum:

The policy should cover:

- Areas the school will let out
- Any areas that are not available
- A charging schedule
- Rules for those letting the premises
- Consequences of not following the rules

It should also cover any specific activities that the school does not wish to be associated with by letting its premises.

(iii) Decide who will manage the lettings

Schools should think carefully about who will manage their lettings, as this can be a complicated and time-consuming task.

The task usually falls to the Site Manager and/or the school business manager (SBM), but this may not always be practical as if they do not have the time to devote to lettings it can prove a problem.

Alternatively, the school could consider outsourcing the process entirely. Using a lettings company could be a more effective solution, and can often lead to increased profits as lettings is their specific area of expertise.

(iv) Agree conditions of hire

The conditions of hire could include information such as:

- Insurance the hirers will need
- Fire regulations for the school, including assembly points
- An emergency name and contact number for the school

The conditions of hire should be signed by the hirers and a copy returned to the school before the start of the hire period.

(v) Setting safeguarding expectations

It is good practice for the school to outline safeguarding expectations in its lettings policy which should then be sent to third parties who will have to agree with the safeguarding standards they contain.

Schools should discuss any safeguarding concerns that arise with the organisations hiring the premises. These organisations may well find it useful to have issues highlighted to them which they might not otherwise have been aware of.

A school's reputation could be affected by a safeguarding incident taking place while its premises were let to a third party and it is therefore important to work with the hirers to make sure that safeguarding standards are high, and to minimise any potential risk.

(vi) DBS checks

The DfE have advised that it is the responsibility of any third party provider, as the employer, to carry out DBS and other checks on its staff as the school would not be able to carry out checks on staff it does not employ. However the school must assure itself that checks have been carried out.

In addition if the school believes there would be the possibility of unaccompanied staff coming into contact with pupils at the school, the school would be justified in checking with the third party that it had carried out the relevant checks on staff.

It is however up to the school to decide how best to assure itself that checks have been carried out. They could for example ask to see DBS check certificates for relevant staff, or simply ask the third party for written confirmation that checks have been carried out.

(vii) The Prevent Duty

The DfE have advised that the Prevent Duty would not automatically extend to those hiring school premises. It is up to the school to set conditions for premises hire, and that schools can include stipulations relating to the Prevent duty in conditions for hire if they wish.

(viii) Health & Safety and Fire Safety requirements

The lettings policy should include a section on health and safety considerations for schools when letting their premises.

Items to consider include:

Health & Safety

- Access and egress to the school;
- Ensure the hirer knows where they can and cannot go and what areas of the school going to be locked off and out of bounds;

- Ensure that the hirer is competent to use any equipment provided by the school, and that all equipment is in a safe condition;
- Ensure that any equipment the hirer wishes to bring onto the school is safe. Schools need to check it will be properly used, is compatible with school equipment and electrical services and complies with safety requirements;
- Ensure hirers have suitable and sufficient first aid arrangements in place;
- Advise the hirer of any known hazards in advance, and request that the hirer notify the school of any hazards during the letting;
- Provide the hirer with details of emergency procedures, for example the fire evacuation procedure;
- Ensure a telephone is available for emergency calls;
- After the letting, check that the premises have been left in a safe condition;
- Arrangements for opening and closing the premises for hirers;
- Consider and check if the school's insurance policy requires a responsible member of school staff to supervise the letting and take responsibility for security;
- Ensure that any organisation using the facilities is made aware of the access, evacuation procedures and emergency arrangements;
- Confirm with hirers that they have received and read the school's evacuation procedures and emergency arrangements procedures as they relate to the let as they may be different to normal school operating procedures;
- Individuals who hold keys to the buildings;
- Ensure the hirer is made aware of any security features in the building, such as secure entry systems;
- A designated member of staff responsible for overseeing the use of the site out of hours;
- Ensure that the hirer is aware of the schools procedures and house rules and has agreed to follow them;
- Ensure that the hirer knows how to contact the school's designated person if there is an issue;

- Where public performances take place, existing regulations and procedures should be followed. Escape routes will need emergency lighting, and fire doors should be operational. Attendants may also be required, in order to prevent over-crowding and keep gangways clear. They should be familiar with fire drill and escape routes;
- When members of the public attend stage or film shows on school premises, a public entertainment, theatre or cinema licence may be required. These will provide conditions on number of people present, type and layout of seating, emergency lighting and marking of emergency exits.

Fire Safety

- Provide the hirer with details of the fire evacuation procedure;
- Ensure the hirer is made aware of the Fire Alarm systems;
- Ensure the hirer knows what the alarm sounds like;
- Ensure the hirer knows location of the assembly point(s);
- Confirm with hirers that they have received and read the school's evacuation procedures and emergency arrangements procedures as they relate to the let as they may be different to normal school operating procedures;
- Ensure that signage including fire safety signage is correct and reflects the emergency evacuation procedure under letting conditions. It is extremely important that schools check if the emergency procedures when letting the premises are the same or different. Means of escape routes; assembly points; access to the alarm panel may be compromised if areas of the school are locked off under a letting;
- When only parts of the school are open for evening or weekend use, schools and organisers should make sure that the necessary escape routes are open;
- Fire exits should be clearly signposted;
- At least one of the users in each activity group needs to be aware of the fire drill and means of escape from the building;

- Where public performances take place, existing regulations and procedures should be followed. Escape routes will need emergency lighting, and fire doors should be operational. Attendants may also be required, in order to prevent over-crowding and keep gangways clear. They should be familiar with fire drill and escape routes;
- When members of the public attend stage or film shows on school premises, a public entertainment, theatre or cinema licence may be required. These will provide conditions on number of people present, type and layout of seating, emergency lighting and marking of emergency exits.

(ix) Evidence of insurance and licensing

The school should ask for evidence that hirers have their own public liability insurance cover or alternatively, the school may be able to arrange for hirers to be covered under the school's own insurance policy.

Under the Licensing Act 2003, licences for alcohol, music, performance of dance, plays and late night refreshment are not required where an event is not open to the public. However, at events where tickets or alcohol are sold, the hirer will be required to obtain a temporary event notice from the LA.

(x) Providing adequate supervision

The hirer is responsible for ensuring that adequate supervision is in place.

At an event where the majority of attendants are children and the number of children exceeds 100, the hirer must:

- Ensure that a sufficient number of adults are stationed to prevent more people being admitted
- Control the movement of children and other people
- Take all other reasonable precautions for the safety of the children

(44) School Wildlife Ponds

Schools have a duty of care towards their staff, pupils and other who may be on their premises. A school is required to carry out a risk assessment and implement reasonably practicable measures to ensure an acceptable level of safety. When considering safety issues, and in particular the risk of drowning in a school pond, there are a number of factors to assess:

- **What are the hazards?**
  Primarily the water itself, but also how it interacts with features such as: steep banks, silt, and overhanging branches.
- **Who might be harmed? And how?**
  Young children, particularly under-fives; the elderly; children with special needs; teenagers (peer pressure often leads to risk taking); lone workers; members of the local community. The prevention of slips, trips and falls should be considered, and hygiene issues such as the risk of Weil's disease and other water borne causes of ill health.
- **Evaluate the level of risk**
  Decide whether existing precautions are sufficient, or whether more can be done. Assess factors such as: function, location, depth, edge gradients, supervision, user groups, information provision, effects of weather i.e. ice, summer swimming.
- **Record findings and policies**
  Create normal operating policies which detail how the pond is operated, the measures which have, or not, been implemented, and the reasoning behind any decision. Also, create an emergency action plan. This should be distributed to all staff, to let them know what to do on the event of an accident.
- **Monitor and review**
  The safety policy should be monitored, as should the pond itself e.g. if signage is damaged, it must be replaced, and user behaviour should be monitored and the operating procedures altered accordingly. The same principles should be applied to the assessment of pond dipping activities organised by schools. Reach poles, details of the risk assessment, and emergency action plans should be available to teachers supervising the activity.

Methods of Risk Control

Every pond and every school will be different, therefore overall guidance cannot be given, and this is why individual site-based risk assessments are required. However, in most circumstances, the following will apply:

- Access should be controlled and the pond effectively closed when not in use. This may be done with fencing, or vegetative barriers, or for smaller ponds, steel, rigid mesh fixed over the top of the pond. Fencing should be 1.1 metres high, with either 100mm spaced vertical bars, or steel mesh with an aperture of 25mm x 25mm;
- Pupils should be supervised;
- Edges that are open for access for pond dipping should be gently sloping, or flat and well defined. Where access is not required, or where the edge is steep, a protective barrier either in the form of marginal aquatic vegetation or fencing may be required;
- Clear signage should be used at the access points to the pond. For example, a sign stating 'No unaccompanied children', or, if ice forms during the winter 'Danger: thin ice';
- Children and adults should wear appropriate footwear;
- For ponds, which are too deep for an adult to perform a wading rescue, suitable rescue equipment such as a reach pole, or a throw line should be provided;
- Any adult acting in a supervisory role should have read the operating policy and the emergency action plan. Training should include the opportunity to use rescue equipment.

Safety Guidelines for Ponds in School Grounds

The following guidelines relate to the design, location and management of ponds within school grounds. These guidelines must be applied ***at the planning stage*** of new developments, and must also be carefully considered for existing facilities. It is the responsibility of the school to ensure that ponds are constructed safely, located in appropriate places and suitably managed.

Location

- If possible the pond should be located so that it is visible from nearby school buildings. This will ensure that someone who has an accident will be more likely to be seen or heard;
- Trees and shrubs close to the line of sight must not be allowed to obscure the view;
- A pond at the edge of a school's boundary, especially adjacent to public access, is open to vandalism and children falling in;
- The location should also be away from regularly used paths and pitches;
- Consideration must be given to the likelihood of authorised users and trespassers during the evening and school holidays or if the school grounds will be used as a shortcut to another place.

Design

- Ponds should be designed so that the edges of the pond are shallow, with the deeper zone positioned away from the edges, preferably in the centre or towards one end of the pond, where access is not possible;
- The depth should be kept as shallow as possible but must not exceed one metre at its deepest point;
- Ideally, the surrounding area of the pool should be flat. However, where this is not possible, the sides must slope gently to the edge;
- Potholes or other tripping hazards must be eliminated from the surrounding area;
- The banks of the pond must be adequately protected against possible erosion;
- The edges of the pond must be clearly visible. This could be achieved by laying paving slabs around the perimeter. Paving slabs must not overhang the pond;
- Suitable provision should be made at the water's edge so that groups can work safely. This is best provided by hard flat standing at all parts of the pond that are accessible. Where a pond is provided with a soft edge in part, for the development of wildlife, this edge ***must*** be inaccessible to people;

- A suitable and safe means of access must be provided;
- Electrical equipment near ponds is not encouraged. Pumps should be solar powered. In rare circumstances where electrical equipment is required this must be specified and installed by competent electricians;
- Ponds in primary schools ***must*** be fenced to prevent inadvertent approach. The fencing may be around an area containing the pond or directly around the pond itself if necessary. If the fencing has slats, those slats must be vertical, not horizontal, with no gaps large enough for a child to pass through. The fence must be a minimum of a metre in height, but can be higher, depending on risks. A lockable gate must be provided to deter unsupervised entry;
- For all other schools with ponds the need for fencing should be determined as part of the risk assessment process. Where accidental approach is foreseeable then fencing should be provided as one of the control measures required to reduce the risk;
- Excessive plant growth, deposits of silt, or mud should be removed on a regular basis;
- Where the school is used in the evening the provision of illumination around the pond area should be considered as an additional control measure;
- Appropriate warning signs must be posted, warning of the presence of a pond detailing safety rules for use. Signs must be used in addition to – not instead of – other control measures.

Management

- The school must carry out risk assessments in relation to the pond and activities involving the pond. All relevant information (i.e. the findings of the assessment and the control measures) must be relayed to staff and to others that may carry out activities involving the pond;
- Classes or groups using the pond must be supervised at all times. The ratio of pupils to staff must allow full control;
- The pond must be regularly maintained to ensure that the perimeter does not become obscured and that the area around the pond does not deteriorate;

- The school must develop an emergency action plan for incidents associated with the pond/pool. At the very least this should cover:
    - How to rescue a person who has fallen in;
    - Resuscitation and first aid;
    - How to call for assistance;
    - What to do with other pupils during an emergency situation;
- Adequate instruction must be issued to pupils as to the risks, and how they should behave. This should include instructions not to drink the water;
- All incidents involving falls into the pond must be reported on the online accident reporting system.

(45) Socket Outlet Covers

- IET Wiring Regulations (BS 7671)

BS 7671, otherwise known as the Wiring Regulations sets the standards for electrical installation in the UK and many other countries.

The Institution of Engineering and Technology (IET) co-publishes the Regulations with the British Standards Institution (BSI) and is the authority on electrical installation.

In addition to this there are a number of other British Standards that deal with electrical installation, equipment, materials etc.

With respect to socket outlets these must comply with BS 1363. This is because electrical sockets that are manufactured to BS 1363 must have an interlocking shutter mechanism to stop the insertion of foreign material (including fingers) into the socket tubes.

So long as all the socket outlets have shutters and comply with BS 1363 then socket covers would not be necessary. Socket covers are not constructed to any electrical or other safety standard and can potentially do more harm than good by damaging the socket and defeating the inbuilt safety design required by BS 1363.

Reference should also be made to NHS Alert Ref: EFA/2016/002 which outlines the issues with the use of socket covers.

What you need to do is confirm that the socket outlets comply with BS 1363. They should do but you cannot be 100% sure particularly if outlets have been relocated or additional ones added to the electrical installation. Unfortunately there are a lot of counterfeit materials and equipment on the market that look like they comply with BS 1363 but don't.

This is a technical subject and you should speak to whoever provides your facilities management for further advice and to arrange for an electrician or other competent person to confirm that the socket outlets comply with BS1363 and replace any that don't.

You must also ensure that were covers have been used in outlets complying with BS1363 that these outlets are inspected by an electrician or other competent person in order to check if any damage has occurred to the outlet and/or its interlocking shutter mechanism. Where any damage is identified the socket outlet should be replaced with another BS1363 compliant outlet.

(46) Electrical Installation Condition Report (Fixed Wiring Testing)

- IET Wiring Regulations (BS 7671)
- Electricity at Work Regulations 1989

An Electrical Installation Condition Report (EICR) is an inspection and report on the condition of an existing electrical installation, to identify (in order of priority) any deficiencies against the national safety standard for electrical installations.

Every electrical installation deteriorates with use and age and it is critical to maintain these installations to ensure that the safety of users is not put at risk and that installations remain in a safe and serviceable condition and therefore it is recommended that Electrical installation Condition Reports are carried out at least every 5 years for non-domestic premises.

The Electrical Installation Condition Inspection will check the electrical installation against the requirements of the most current edition BS 7671 'Requirements for Electrical Installations' (IET Wiring Regulations), which is the national safety standard for electrical installations and should take into account the following factors:

- adequacy of earthing and bonding;
- suitability of the switchgear and control gear;
- serviceability of equipment;
- type of wiring system and its condition;
- provision of residual current devices for socket-outlets that may be used to plug in electrical equipment used outdoors;
- presence of adequate identification and notices;
- extent of any wear and tear, damage or other deterioration;
- changes in use of the premises which have to led to, or might lead to, deficiencies in the installation.

As part of the inspection an Electrical Installation Condition Report (EICR) will be produced. This is a formal method of recording the findings and provides an assessment of the in-service condition of an electrical installation against the requirements of the most current edition of BS 7671 'Requirements for Electrical Installations' (IET Wiring Regulations). All power and lighting circuits will be assessed and a report on the findings will be logged.

Codes are used to determine areas of non-compliance or issues with the electrical installation.

The codes are numbered **C1, C2, C3,** and **F1** and will be entered on the EICR, along with a description of the nature of the fault, and will determine whether a **'Satisfactory'** or **'Unsatisfactory'** report will be applied to the installation.

- A **Code 1 (C1)** observation means **'Danger present. Risk of injury. Immediate remedial action required.'**

  It is an immediate threat and should be rectified or made safe as soon as possible. An example of a **C1** defect would be accessible live conductors due to damage, poorly modified enclosures or removed maintenance panels. Incorrect polarity would also attract a code **C1** as it may allow conductive parts, not normally expected to be live, to become live.

  The presence of a code **C1** warrants immediate action to be taken by the inspector, which would be to inform the duty holder or responsible person for the installation both verbally and in writing, of the risk of injury that exists.

- A **Code 2 (C2)** observation means **'Potentially dangerous - urgent remedial action required.'**

  It is a potentially dangerous defect, these might be things that don't pose an immediate threat but are likely to become a danger in the future.

  The phrase "potentially dangerous", in the **C2** code is designed to point towards a risk of injury from contact with live parts after a sequence of events. A sequence of events could mean that an individual may gain access to live parts through a day to day task that would not be expected to give access to live parts.

- An **observation code FI** means **'Further investigation required without delay.'**

  This means that your electrical contractor has observed something whilst carrying out the testing, for instance emergency lights seem very dim. This might not have been covered in the report so they have noted it separately as code **FI.**

Codes **C1** and **C2** attract **'Unsatisfactory'** report findings and these defects must be addressed and rectified in order to achieve compliance.

It should also be noted that a report could also be classed as **'Unsatisfactory'** if the only fault codes are **FI.** An example would be where there are a number of circuits that could not be verified at the time of testing, as the inspector would not be able to categorically say that these circuits are safe or not. In such circumstances you will need to address and rectify code **F1** faults in order to achieve compliance.

- **Code 3** is described as **'Improvement recommended.'**

  This means it does not comply with the regulations but isn't actually dangerous. A code **C3** should imply that the installation is not necessarily dangerous but it may not comply with the current version of the regulations or for example, may have damaged fittings that do not have exposed live parts.

  A code **C3**, in itself, should not warrant an overall 'Unsatisfactory' report.

However it's always good practice and usually well worthwhile considering rectifying **ALL** identified faults.

You are not obliged to use the same electrical contractor to test and to carry out repairs. For greater piece of mind you can use someone else to fix the defects, and also bear in mind that you don't need to have the whole installation re-tested after the repairs/remedial work has been completed.

Once all the faults have been rectified the electrical contractor will issue you with the relevant paperwork, e.g. Electrical Installation Certificate (EIC) or Minor Works Certificate (MW) and these should be kept together with the EICR to prove all faults have been rectified in accordance with BS 7671.

(47) Emergency Lighting Installation

- Regulatory Reform (Fire Safety) Order 2005
- relevant British (BS); European (EN) & International (ISO) Standards e.g. **BS 5266 & BS EN 50172**

(48) Fire Detection & Alarm Systems

- Regulatory Reform (Fire Safety) Order 2005;
- Health and Safety (Safety Signs and Signals) Regulations 1996
- relevant British (BS); European (EN) & (ISO) Standards e.g. **BS 5839**

(49) Fire Extinguishers

- Regulatory Reform (Fire Safety) Order 2005
- relevant British (BS); European (EN) & International (ISO) Standards e.g. **BS 5306; BAFE Standards**

(50) Fume Cupboards

- Control of Substances Hazardous to Health Regulations 2002 (as amended) (COSHH)
- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999
- relevant British (BS); European (EN) & International (ISO) Standards e.g. BS EN 14175; CLEAPS G9 Fume Cupboards in School; HSG 258; BS 7989

(51) Gas Boilers & Equipment

- Gas Safety (Installation and Use) Regulations 1998; Gas Safety (Installation and Use) (Amendment) Regulations 2018
- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999

(52) Gas Fire Suppression System

- Relevant British (BS); European (EN) & International (ISO) Standards e.g. BS EN 15004; BAFE Standards
- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999

(53) Kilns

- Control of Substances Hazardous to Health Regulations 2002 (as amended) (COSHH)
- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999
- Provision and use of Work Equipment Regulations (PUWER)
- Electricity at Work Regulations;
- relevant British (BS); European (EN) & International (ISO) Standards; CLEAPSS Guidance.

(54) Lightning Protection System

- Electricity at Work Regulations 1989
- Regulatory Reform (Fire Safety) Order 2005
- relevant British (BS); European (EN) & International (ISO) Standards e.g. **BS EN 62305**

(55) Local Exhaust Ventilation Equipment (LEV)

- Control of Substances Hazardous to Health Regulations 2002 (as amended) (COSHH);
- Health and Safety at Work etc. Act 1974;
- Management of Health and Safety at Work Regulations 1999;
- Supply of Machinery (Safety) Regulations 2008;
- Dangerous Substances and Explosive Atmospheres Regulations 2002
- Equipment and Protective Systems Intended for Use in Potentially Explosive Atmospheres Regulations 1996
- Construction (Design and Management) Regulations 2015

- REACH (Registration, Evaluation, Authorisation and Restriction of Chemicals);
- REACH Enforcement Regulations 2008

(56) Portable Electrical Appliance Testing (PAT)

- Electricity at Work Regulations 1989
- IET Wiring Regulations (BS 7671)