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## Health & Safety Employee Handbook

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## CONTENTS

INTRODUCTION	3
Organisational Chart for the Management of Health and Safety	3
HEALTH AND SAFETY RULES	4
HEALTH AND SAFETY POLICY STATEMENT	6
ARRANGEMENTS FOR HEALTH AND SAFETY	7
Accident, Incident and Ill-Health Recording, Reporting and Investigation	7
Asbestos	9
Communication and Consultation	10
Contractors	10
Disabled Persons including pupils with Special Educational Needs (SEN)	11
Display Screen Equipment	12
Driving	14
Electricity	17
Fire	18
Fire Risk Assessment	19
Fire and Emergency Evacuation	21
First Aid	22
Gas Installations and Appliances	24
Hazardous Substances (COSHH)	25
Infection Control	27
Legionnaires Disease	27
Manual Handling	29
New and Expectant Mothers	31
Personal Protective Equipment	31
Risk Assessment	32
Safety Signs, Signals and Notices	36
Stress at Work	37
Voice Care	38
Work at Height	39

## INTRODUCTION

This handbook contains additional health and safety information and guidance you may require to assist you in complying with our Health and Safety Policy. After reading this handbook and the policy, you will be required to sign to confirm that it has been brought to your attention.

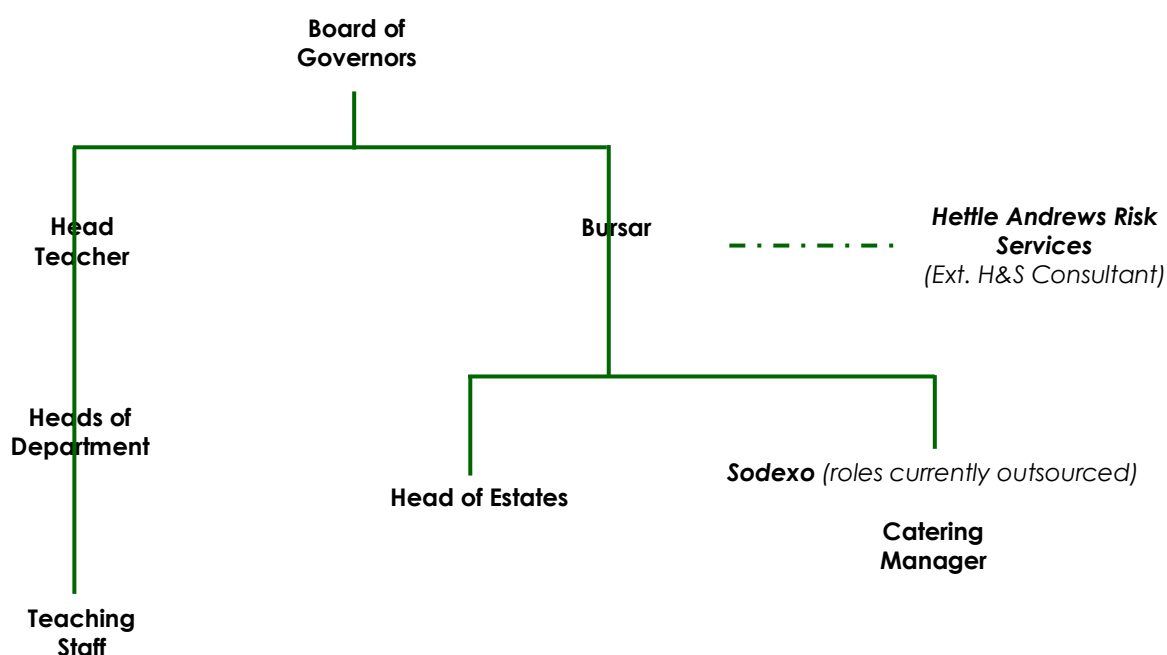
If you have any queries regarding the contents please do not hesitate to ask. The King's School takes its responsibility for health and safety very seriously and is committed to a programme of progressive improvement that requires input from all its employees. If you see anything during your work that gives rise to a concern, however trivial it may seem, you are positively encouraged to report it to your supervisor or manager, or directly to the Head Teacher, Bursar or Head of Estates.

### SAFETY IS EVERYONE'S RESPONSIBILITY, AND THAT INCLUDES YOU.

Specific responsibilities in respect of health and safety matters are outlined in the 'Organisation' section of the main Health and Safety Policy. However, certain people in designated senior positions at the School have been identified as having key responsibilities for the implementation of our health and safety arrangements. These are outlined in the list and the organisational chart below:

- Board of Governors
- Head Teacher
- Bursar
- Heads of Departments
- Teaching Staff
- Head of Estates and other 'non-academic' Managers

### Organisational Chart for the Management of Health and Safety:



## HEALTH AND SAFETY RULES

It is the legal duty of all employees of the school, as outlined in the Health and Safety at Work etc. Act 1974 and subsequent legislation to take reasonable care of your own health and safety, and that of your colleagues, our pupils, and any other person who may be affected by your actions. You are also required to:

- Co-operate with the school in fulfilling our legal obligations in relation to health and safety, and to follow instructions given by the school, including attendance at any required training for your role;
- Not interfere with or misuse anything provided in the interests of health and safety and
- Notify the school management of any unsafe activity, item, situation that you observe.

In practice these duties have far reaching consequences and to help you understand them, we have included below a list of 'Rules' for health and safety, at King's School.

### Working Practices

- Employees must not operate any item of plant or equipment unless they have been trained and authorised.
- Employees must make full and proper use of all equipment guarding.
- Employees must not clean any moving item of plant or equipment.
- Employees must not make any repairs or carry out maintenance work of any description, unless authorised to do so.
- Employees must use all substances, chemicals, liquids etc. in accordance with written instructions.
- Employees must not smoke anywhere on the school site.

### Hazard/ Warning Signs and Notices

- Employees must comply with all hazard/warning signs and notices displayed on the premises.

### Working Conditions / Environment

- Employees must make proper use of all equipment and facilities provided to control working conditions/ environment.
- Employees must keep stairways, passageways and work areas clear and in a clean and tidy condition.
- Employees must dispose of all rubbish, scrap and waste materials within the working area, using the facilities provided.
- Employees must clear up any spillage or liquids within the work area in the prescribed manner.
- Employees must deposit all waste materials and substances at the correct disposal points and in the prescribed manner.

### Protective Clothing and Equipment

- Employees must use all protective clothing/equipment provided, as instructed.
- Employees must store and maintain protective clothing/equipment in the approved manner.

- Employees must report any damage, loss, fault or unsuitability of protective clothing/equipment to their supervisor.

### **Fire Precautions**

- Employees must comply with all laid down emergency procedures.
- Employees must not obstruct any fire escape route, fire equipment or fire doors.
- Employees must not misuse any firefighting equipment provided.
- Employees must report any use of firefighting equipment to their supervisor.

### **Accidents**

- Employees must seek medical treatment for work related injuries they receive, by contacting a designated first aider. Upon returning from treatment they must report the incident to their manager.
- Employees must ensure that any accident or injury treatment is properly recorded in the Accident Book.
- Employees must notify management of any incident in which damage is caused to property.

### **Health**

- Employees must report to management any medical condition or medication which could affect the safety of themselves or others.
- Employees must co-operate with the management on the implementation of the medical and occupational health provisions.

### **School Transport**

- Drivers must carry out prescribed checks of vehicles prior to use and in conjunction with the laid down procedure.
- Employees must not drive or operate any vehicles for which they do not hold the appropriate driving licence or permit.
- Employees must not carry unauthorised passengers or unauthorised loads.
- Employees must not use vehicles for unauthorised purposes.
- Employees must not load vehicles above the stated capacity.
- Employees must not drive or operate vehicles whilst suffering from a medical condition or illness that may affect their driving or operating ability.
- Employees must not drive whilst using a mobile phone or any other electronic device.

### **Rules Covering Gross Misconduct**

An employee will be liable to summary dismissal if they are found to have acted in any of the following ways:

- a serious or wilful breach of Safety Rules;
- unauthorised removal or interference with any guard or protective device;
- unauthorised operation of any item of plant or equipment;
- unauthorised removal of any item of first aid equipment;
- wilful damage to, misuse of or interference with any item provided in the interests of Health and Safety, or welfare at work;
- unauthorised removal or defacing of any label, sign or warning device;
- horseplay or practical jokes which have caused, or could cause, accidents;

## The King's School, Chester - Employee Handbook

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- making false statements or in any way deliberately interfering with evidence following an accident or dangerous occurrence;
- misuse of any item of equipment, vehicle or electrical equipment;
- deliberately disobeying an authorised instruction

# HEALTH AND SAFETY POLICY STATEMENT

## Health and Safety Policy Statement

### Introduction

The Governors of The King's School recognise that under the Health & Safety at Work etc. Act 1974 they have a legal duty to ensure, so far as is reasonably practicable, the health, safety and welfare of all their employees and that they have certain duties towards pupils, the public and people who use the premises of the School from time to time, these duties being implicit in the above Act.

### Policy Statement

The Governors of The King's School acknowledge and accept their duties and responsibilities for securing the health, safety and welfare of all its employees, of pupils, of contractors working on premises over which it has control and of members of the public. The Governors will promote standards of health, safety and welfare that comply fully with the terms and requirements of the Health & Safety at Work etc. Act 1974, Regulations made under that Act and Approved Codes of Practice and with due regard to DCSF guidance 'Health & Safety: Responsibilities and Powers'. It is considered by the Governors that health and safety is a responsibility at least equal in importance to that of any other function of the School. The Governors will take all such steps as are reasonably practicable and extend these in particular to the following matters:

- The provision and maintenance of systems of work and equipment that are safe and, where practicable, without risk to health;
- The arrangements for ensuring safety and absence of risk to health in connection with the use, handling, storage and transport of articles and substances;
- Provision of such information, instruction, training and supervision as is necessary to ensure the health and safety of all its employees and pupils;
- The maintenance of premises in a condition that is clean, safe and, where practicable, without risk to health and the maintenance of means of access to and exit from the premises that are safe and without such risks;
- The provision and maintenance of a working environment for employees which is safe, where practicable, without risks to health and adequate as regards facilities and arrangements for their welfare at work.
- The provision of information to contractors and visitors on the procedures and rules in place to ensure their safety whilst on the site.

The Governors of The King's School also consider that it is the individual responsibility of all employees to ensure strict adherence to safety regulations and policies, and to fulfil their obligations under the Health and Safety at Work etc. Act 1974 in the following respects:

- To take reasonable care of his/her own health and safety and of other persons (including pupils) who may be affected by his/her acts or omissions at work.
- To co-operate with management as regards any duty or requirement imposed on management or any other person by the Act, so far as it is necessary to enable that duty or requirement to be performed.
- Not to interfere intentionally or recklessly with, or misuse, anything provided in the interests of health, safety or welfare in pursuance of the requirements of the Act.
- To report any defects or hazards without delay to their immediate superior and/or colleagues.
- This policy statement will apply to all persons working within the establishment controlled by the School, whether or not they are contractually employed by the School.

## **The King's School, Chester - Employee Handbook**

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This Health and Safety Policy will be revised as and when necessary or appropriate, to keep it up to date. A copy will be issued to all employees and be available for consultation, within the Staff Handbook.



## ARRANGEMENTS FOR HEALTH AND SAFETY

### Accident, Incident and Ill-Health Recording, Reporting and Investigation

An **accident** is an unplanned event that causes injury to persons, damage to property or a combination of both.

A **near miss/incident** is an unplanned event that does not cause injury or damage but which has the potential to do so.

A **work-related illness** is a prescribed illness that is obtained by an employee through the course of work, or from a non-employee as a result of activities carried out by the school.

#### Reporting and Recording

All accidents resulting in personal injury must be recorded in the school's Accident Book and employees must ensure that they are aware of the location of the accident book; **the Accident Book is located in school nurse's office.**

Records will be kept for four years from the date of the incident, if it involves an adult (18+); if the incident involves a child records will be kept up until their 22<sup>nd</sup> birthday (the age up to which the child may be able to pursue a claim against the school).

All near misses must be reported to the Bursar as soon as possible so that action can be taken to investigate the causes and to prevent recurrence.

Certain accidents causing injury, both fatal and non-fatal, certain occupational diseases and certain dangerous occurrences are reportable to the Enforcing Authority under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR).

The death of any person is always a reportable incident, as well as the following types of injuries;

- Specified injuries to workers, including:
  - Fractures (other than to fingers, thumbs or toes)
  - Amputations
  - Permanent loss of, or reduction, in sight
  - Crush injuries to the head or torso resulting in internal damage
  - Serious burns (including scalding) covering more than 10% of the body or causes significant damage to the eyes, respiratory system or other vital organs
  - Scalping requiring hospital treatment
  - Loss of consciousness from a head injury or asphyxia
  - Injury from working in an enclosed space which lead to hypothermia or heat-induced illness or requires resuscitation or admittance to hospital for more than 24 hours
- Injuries which result in the employee being off work or unable to perform their usual duties for more than 7 consecutive days starting after the day of the accident (including weekends and rest days)
- Non-fatal accidents to non-workers, when the person is taken from the scene directly to hospital for treatment.

## The King's School, Chester - Employee Handbook

Types of reportable occupational diseases (likely to be caused by or made worse by work) include:

- carpal tunnel syndrome;
- severe cramp of the hand or forearm;
- occupational dermatitis;
- hand-arm vibration syndrome;
- occupational asthma;
- tendonitis or tenosynovitis of the hand or forearm;
- any occupational cancer;
- any disease attributed to an occupational exposure to a biological agent.

Types of reportable dangerous occurrences can be found at:  
<http://www.legislation.gov.uk/ukxi/2013/1471/schedule/2/made>.

These incidents are reported:

- online (<http://www.hse.gov.uk/riddor/report.htm#online>); or
- telephone (Incident Contact Centre - 0345 300 9923 - Monday to Friday 8.30 am to 5 pm) for fatal/ specified injuries and major incidents only.

All **RIDDOR reportable incidents should be reported to the Bursar, in addition to the school nurse**, who will report to the appropriate authorities and the school's insurance company.

### Investigation

All injury related accidents that are either notified to the Enforcing Authority or where a serious injury or a near miss that could have resulted in a serious injury has occurred, will be **investigated by the Bursar**. The investigation includes obtaining signed witness statements, photographs and drawings, as appropriate.

## Asbestos

Asbestos is a naturally occurring mineral that was used in the building industry until it was discovered that breathing in the asbestos fibres was extremely dangerous to health. Whilst the new use of asbestos is now banned there may be existing asbestos containing materials (ACM's) in any buildings that were built or substantially refurbished prior to the year 2000, after which all use was banned.

Breathing in asbestos fibres can lead to diseases for which there is no cure, for example; cancers of the lungs and chest lining, fibrosis or asbestosis. There is usually a long delay between first exposure to asbestos and the onset of disease typically from 15 to 60 years, meaning new diagnoses are occurring all the time with those who worked in the construction trades being the ones most at risk.

Remaining asbestos materials can remain 'in situ' and be maintained perfectly safely however, provided they are kept in good condition and left undisturbed. Areas where you may typically find asbestos include:

- roofs, walls or external guttering or pipework
- insulation and lagging
- fire resistant boarding
- textured decorative coatings (artex)
- older ceiling and floor tiles
- water tanks.



*Corrugated  
Asbestos  
Cement*



*'Loose-fill'  
asbestos  
insulation*



*Asbestos  
pipe lagging*



*Asbestos  
mineral rock*

If there is asbestos where you work, you should:

- ensure you know the location of the asbestos; the Head of Estates will be able to confirm this as the school have completed asbestos surveys and a register is held by the Head of Estates;
- familiarise yourself with the Asbestos Register and the location any Asbestos in your area;
- report any damage to asbestos to your manager and evacuate the area.



If you notice any material that causes you concern or you become aware of any damage to asbestos material you must report it immediately to **the Head of Estates**.

Please be aware of any asbestos materials which are labelled as shown.

## Communication and Consultation

The school has established effective lines of communication so as to involve and consult our employees. These include:

- direct consultation via individual conversations
- notice boards
- internal publications
- staff meetings
- health and safety meetings
- the Finance and General Purpose committee.



The school also displays the 'Health and Safety Law - What You Should Know' poster on the Notice Board in the school, which provides you with further information on the law and also with contact details for your health and safety representatives.

## Contractors

When working on our premises it is considered that contractors are joint occupiers for that period and therefore we have both joint liabilities in "common areas". In order to meet our legal obligations with regard to contractors we will ensure that prior to engaging any contractor they are competent and that any works are carried out safely.

In planning the work and assessing contractors' competence, we consider:

- whether it is acceptable for the premises to remain in use during the works;
- whether we can segregate the contractors' work from the other activities on site, or whether it can be scheduled 'out of hours';
- contractors' risk assessments and method statements;
- references from previous clients and their experience of similar works;
- whether they are a member of relevant trade bodies and/or their qualifications;
- whether they hold an adequate level of public liability insurance.

Similarly, we have a duty to the contractor and must ensure that the contractor is not put at risk by our own activities for the duration of the contract. As such, we also draw their attention to any risks at the school, and what to do in an emergency as part of their induction.

If you observe contractors who appear to be working unsafely then you **should report this to the Head of Estates** who will investigate, and where necessary, stop any work until the matter is resolved.

## Disabled Persons including pupils with Special Educational Needs (SEN)

The school will give full and proper consideration to the needs of disabled employees, pupils and visitors.

To achieve this, the school will:

- treat all disabled employees, pupils and visitors with respect and dignity, both in the provision of a safe working environment and in equal access to the school's facilities
- ensure that risk assessments are undertaken of the special needs of the disabled and carry out reasonable adjustments to the premises and/or employment arrangements
- encourage employees with special needs to suggest any premises or task improvements to their line managers
- discipline any employees found treating their disabled colleagues with less than the expected standards of respect and dignity
- in an emergency evacuation, ensure suitable plans are in place which will assist disabled people to leave the premises swiftly

You do not have to disclose your disability to the School, however when taking this decision, you should consider the following:

- if you have a disability, you are protected under the Equality Act 2010, which makes it unlawful for the school to treat you less favourably than other employees for any reason connected to your disability, unless there is justification for such action;
- as your employer the school has a duty to make reasonable adjustments to ensure you are not disadvantaged when doing your job;
- if the school does not know about your disability, we will be unable to take any additional action necessary to help you in your working life or to protect you from harm.

It may be necessary to involve others in the risk assessment process, such as your doctor, to better understand the constraints and/or sort of assistance that would be required. However, we will only ever approach these people if you give your express consent to us doing so.

Reasonable adjustments may also be provided for employees with mental health conditions, including those which have been linked to stress.

## Display Screen Equipment

All reasonable steps will be taken by the school to ensure the health and safety of employees who work with display screen equipment.

DSE Users are defined as those who use display screen equipment on a daily basis for continuous periods of more than one hour. Typically, this will apply to administrative functions, or the teaching of computer skills. You will be advised if your post classes you as a 'DSE User'.

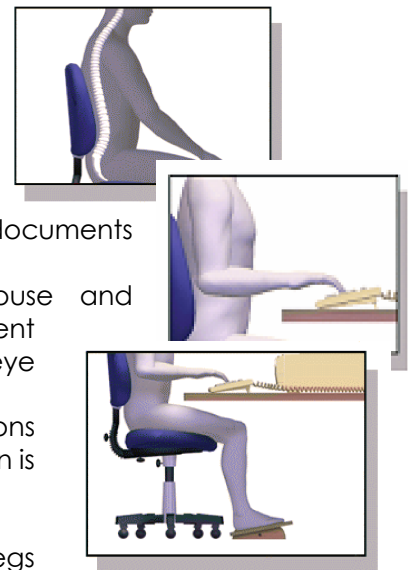
The school will carry out an assessment of each user's workstation and implement necessary measures to remedy any risks found as a result of the assessment, as described in the health and safety policy. In addition, though, we have provided some practical guidance on how you can help yourself.

### Health:

Employees should inform their manager of any disability or health condition which may affect their ability to work using display screen equipment or be affected by working with DSE. In addition, they should also report any discomfort or health concern believed to be associated with the use of DSE. Any health information will be treated confidentially.

### Getting Comfortable:

- Adjust your chair and VDU to find the most comfortable position for your work. As a broad guide, your lumbar should be supported by the seat cushion, forearms should be approximately horizontal and your eyes the same height as the top of the VDU.
- Make sure you have enough work space to take whatever documents or other equipment you need.
- Try different arrangements of keyboard, screen, mouse and documents to find the best arrangement for you. A document holder may help you avoid awkward neck and eye movements.
- Arrange your desk and VDU to avoid glare, or bright reflections on the screen. This will be easiest if neither you nor the screen is directly facing windows or bright lights.
- Adjust curtains or blinds to prevent unwanted light.
- Make sure there is space under your desk to move your legs freely. Move any obstacles such as boxes or equipment.
- Avoid excess pressure from the edge of your seat on the backs of your legs and knees. A footrest may be helpful, particularly for smaller users.



### Keyboard and Mouse:

- Adjust your keyboard to get a good keying position. A space in front of the keyboard is sometimes helpful for resting the hands and wrists when not keying.
- Try to keep your wrists straight when keying. Keep a soft touch on the keys and don't overstretch your fingers. Good keyboard technique is important.
- Position the mouse within easy reach, so it can be used with the wrist straight. Sit upright and close to the desk, so you don't have to work with your mouse arm stretched. Move the keyboard out of the way if it is not being used.
- Support your forearm on the desk, and don't grip the mouse too tightly.
- Rest your fingers lightly on the buttons and do not press them hard.

### **Reading the Screen:**

- Adjust the brightness and contrast controls on the screen to suit lighting conditions in the room.
- Make sure the screen surface is clean.
- In setting up software, choose options giving text that is large enough to read easily on your screen, when you are sitting in a normal, comfortable working position. Select colours that are easy on the eye (avoid red text on a blue background, or vice-versa).
- Individual characters on the screen should be sharply focused and should not flicker or move. If they do, the VDU may need servicing or adjustment.

### **Eye Tests and Corrective Appliances:**

The school will arrange for the provision of free eye tests on request, and at regular intervals thereafter, or where a visual problem is experienced. This will be provided at no cost to the employee.

Where employees require corrective appliances specifically for use with display screen equipment, the school will arrange for the purchase of spectacles, free of charge (subject to the current cost limit).

### **Posture and Breaks:**

- Don't sit in the same position for long periods. Make sure you change your posture as often as practicable. Some movement is desirable, but avoid repeated stretching to reach things you need (if this happens a lot, rearrange your workstation).
- Most jobs provide opportunities to take a break from the screen, e.g. to do filing or photocopying. Make use of them. If there are no such natural breaks in your job, your employer should plan for you to have rest breaks. Frequent short breaks are better than fewer long ones.



## Driving

Drivers will remain responsible for their safety and others and must comply with the Highway Code and Road Traffic Act.

It is the responsibility of drivers to inform the school of:

- anything that could affect their driving e.g. health conditions or injuries, use of prescribed medication;
- changes to licence such as limitations, offences recorded, period bans;
- vehicle defects that affect ability / safety to drive;
- any accidents / incidents that occurred whilst driving on behalf of the school.

Whilst the school will ensure a weekly check of the condition of the minibuses and arrange for any required repairs, as well as arranging servicing and inspection every 10 weeks in line with manufacturers recommendations, drivers are responsible for the following checks before embarking on their trips:

- review the need to travel and complete a risk assessment for the journey;
- allow sufficient time to drive, allowing for traffic, poor weather and rest breaks;
- be physically fit, with zero alcohol level and not under the influence of drugs that may affect the ability to drive;
- Do a visual inspection of the condition of the minibus which includes tyre condition and tyre pressure checks, no serious damage to body work or glass;
- adjust their driving position, head restraints and mirrors to ensure maximum comfort and safety;
- ensure that windscreen washer system and wipers are functioning correctly;
- check brakes to see that they are functioning correctly;
- check that all lights are functioning correctly;
- ensure that the vehicle is correctly loaded and that no more than sixteen passengers are being carried;
- ensure emergency exits are not blocked and that doors are correctly closed;
- check that you have enough fuel for your journey;
- ensure that all seat belts are being worn, including all passengers.

Whilst driving, drivers must:

- drive in accordance with the applicable law and with consideration for the safety of passengers and other road users;
- take regular rest breaks every 2-3 hours or at first signs of tiredness;
- not smoke, including e-cigarettes;
- not use a mobile phone or other electronic device;
- as soon as possible after moving off, the driver should carry out a running brake test and at the same time, check the operation of the seat belts;
- at intervals throughout the journey, all instruments and warning lights should be checked and necessary action taken if a fault is indicated;
- ensure that food and drink are not consumed on the vehicle;
- make sure that no rubbish is left on the vehicle and ensure that no malicious damage has occurred to the interior of the vehicle;
- at the end of the journey the driver must lock and make the vehicle secure. Keys should only be collected immediately prior to making use of the minibus, and returned immediately after use.



## The King's School, Chester - Employee Handbook

### Authorised Drivers

The minimum requirements to comply with our insurance are that the drivers:

- are over the age of 21;
- have category D1 on their licence;
- have at least two years' experience as a qualified driver;
- hold a current full driving licence with no more than 6 penalty points. If a driver has less than 6 points, the driver may still be precluded if the points are for dangerous driving.

The School will keep a list of drivers who have been authorised to drive the minibuses.

Authorisation may be withdrawn at any time by the Head Teacher. Any member of staff who has been advised not to drive their own vehicle for medical reasons must advise the School immediately.

### Training

Prior to transporting students for the first time, all drivers will be given the opportunity of a vehicle familiarisation session which includes:

- daily vehicle checks
- pre-journey checks
- general driving safety
- road testing
- emergency stop
- use of mirrors and indicators
- reversing using mirrors only
- passenger safety
- passenger comfort

All new drivers will be added to the list of authorised minibus drivers.

Staff who passed the test to drive a car after 01.01.1998 are required to successfully complete a PSV test to drive the minibus.

### Drivers Hours

If there is a trip which involves a driver being in charge on an extended day, then a second adult should accompany the party and that person should be competent to share the driving to reduce the possibility of driver fatigue. This Requirement is non-negotiable.

(An extended day is anything beyond 7.00 pm when the teacher started work at 8.45 am).

### Passenger Responsibilities

- Must wear seat belts and always remain in their seats until instructed otherwise.
- Must never distract the driver by shouting, etc.
- Students should not eat or drink on the vehicle.
- Must make sure that escape routes are not blocked by bags, etc.
- Students are ambassadors of the school and must never bring its name into disrepute by gesturing, etc.
- Passengers found to have vandalised the minibuses may face a ban from using it again and be required to pay for damages.

## The King's School, Chester - Employee Handbook

### Breakdown and Recovery

The minibuses are covered for breakdown and recovery. Details of how to contact the provider and our membership numbers are in the minibus.

### Accident Procedures

If an accident occurs and any personal injury or damage to third party property is involved, then the driver must stop.

He/she must be prepared to give his name and address and details of the owner of the vehicle to a Police Officer or any other person having reasonable grounds to ask. If for any reason the driver is not able to give these details then he/she must report in person to a Police Station as soon as practically possible, otherwise an offence is committed, and in any event not later than twenty-four hours afterwards.

Drivers are also required to report the accident immediately to the school and complete the appropriate forms for onward transmission to our insurers.

### First Aid

All minibuses contain first aid boxes which are checked at the end of each term. The contents of these boxes include:

- antiseptic wipes
- bandages
- assorted adhesive dressings
- plasters
- eye pads
- scissors

Any use of the first aid box must be reported as soon as possible thereby maintaining a full kit at all times.

### Incorrect Use of the Minibuses

A driver who breaks the speed limit will be responsible for paying his/her own fines. Similarly fines imposed for incorrect car parking or negligent driving will be the responsibility of the driver. Any damage caused to the minibuses through incorrect use, may result in the driver being asked to contribute fully or partially to any excess payable by the school. Minibuses must not be used for private use.

### Speed Limits

The speed limit for minibuses is as follows:

- 30 mph not 40 mph on urban carriageways
- 50 mph not 60 mph on single carriageways
- 60 mph not 70 mph on dual carriageways
- 70 mph on motorways

## The King's School, Chester - Employee Handbook

### Electricity

#### What are the hazards?

The main hazards are:

- people coming into contact with live parts causing electric shock and/or burns or even death (standard mains voltage of 230 volts AC, can kill);
- damaged or faulty electrical equipment creating heat and sparks, leading to fire or explosion.

Where damaged or faulty electrical equipment is identified the school will ensure that it is taken out of use, labelled "DO NOT USE" and examined by a competent person.

#### Visual checks on electrical equipment

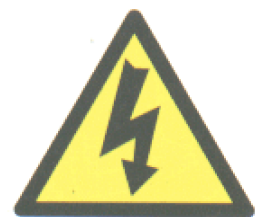
Inspections and testing of all portable electrical equipment and the fixed electrical installations is the responsibility of the school, though the responsibility for undertaking visual checks falls to all employees.

Around 95% of all faults or damage can be found by visual checks and this will involve checking:

- for damage to the cable covering, such as cuts and abrasions, apart from light scuffing, or non-standard repairs e.g. cable wrapped with electrical tape;
- where the cable enters the plug. Internal wires - those covered by the outer sheath may be exposed or the cable may be loose and move within the plug;
- for damage to the plug, such as the cracked casing, bent pins, evidence of overheating i.e. burn marks or discoloration;
- that equipment has been used in conditions for which it is not suitable, e.g. a wet or dusty workplace or has damage to the outer cover of the equipment or has obvious loose parts or screws;
- cables are routed safely, with the one extension lead used per socket. Where there is a risk of tripping over cables and they cannot be re-routed, cable strips must be fitted.

Employees must:

- visually check electrical equipment for damage before use
- report any defects found to the Bursar
- not use defective electrical equipment
- not carry out any repair to any electrical item unless qualified to do so
- switch off non-essential equipment from the mains when left unattended for long periods
- not bring any electrical item onto the school premises until it has been tested and a record of such a test has been included in the appropriate record
- not leave electric cables in such a position that they will cause a tripping hazard or be subject to mechanical damage
- not carry out any live working unless authorised to do so under a permit-to-work
- not use extension leads unless they have been authorised and PAT tested
- never run extension leads under carpets or through doorways
- not daisy-chain extension leads to make a longer one
- not use adapter sockets – devices that plug into mains sockets to increase the number of outlets.



## Fire

In order for a fire to occur, and to continue burning, three elements must be present; Fuel, Oxygen, and a source of ignition or Heat. This rule is demonstrated by the 'fire triangle' diagram to the right. Collectively, these three elements are referred to as 'fire hazards', and it is important that they are actively managed to reduce the chance of a fire occurring.

Our health and safety policy outlines extensive procedures, equipment and controls that are in place for fire safety, which are primarily concerned with protecting people and ensuring they can be warned of a fire, and they can evacuate the premises quickly and safely.



In the event of fire, the safety of life will always override all other considerations, such as saving property and extinguishing the fire.

There are several things that employees should remain vigilant of, which could help to prevent a fire starting, or limit the damage inflicted. Any such examples, or any other concerns with fire safety should be reported immediately to the Bursar. These include;

- avoiding a build-up or excessive collections of combustible waste materials;
- incorrect storage of flammable liquids or gases;
- combustible materials being in close proximity to sources of heat e.g. portable heaters or blocked vents on electrical or mechanical equipment;
- illicit smoking in unauthorised areas or incorrect disposal of smoking articles;
- exposed electrical cabling or damaged electrical appliances, wiring, plugs or extension leads;
- leaving kitchens or cooking equipment unattended;
- fire exits or evacuation routes being blocked;
- fire doors missing, damaged or being propped open;
- faulty fire alarm sounders, emergency lights or missing, damaged or defaced signage.

Evacuation of the building must take priority, however where staff are confident in tackling a small fire and it is safe to do so, fire extinguishing appliances are provided, subject to:

- Fires any bigger than a waste paper bin should not be tackled;
- A fire that is not extinguished after using one fire extinguisher should be left and everyone should evacuate immediately;
- If fighting a fire, you should position yourself between the fire and the exit, so as you are able to turn your back on the fire and leave the room if it cannot be extinguished.

There are several different types of fire extinguisher, with different properties suitable for tackling different types of fires. The key types of extinguisher present in the School and the fire types or scenarios where they should or should not be used are described overleaf:

### Types of Fire Extinguisher:

(Red) Water	(Blue) Dry Powder	(Cream) Foam (AFFF)	(Yellow) Wet Chemical	(Black) Carbon Dioxide
USE on wood, paper, textiles or solid materials	USE on liquid and electrical fires	USE on liquid fires	USE on deep fat fryer fires	USE on liquid or electrical fires
NOT for use on liquid or electrical fires	NOT for use on metal fires	NOT for use on electrical or metal fires	NOT for use on electrical fires	NOT for use on metal fires or in enclosed spaces



### Fire Risk Assessment

A fire risk assessment is an organised and methodical look at the premises, the activities carried on there and the likelihood that a fire could start and cause harm to those in and around the premises.

The aims of the fire risk assessment are:

- to identify the fire hazards
- to reduce the risk of those hazards causing harm to as low as is reasonably practicable
- to decide what the physical fire precautions and management arrangements are necessary to ensure the safety of people in your premises if a fire does start

The significant findings of the fire risk assessment, the actions to be taken as a result of the assessment and details of anyone especially at risk must be recorded.

It is important that the fire risk assessment is carried out in a practical and systematic way and that enough time is allocated to do a proper job. It must take the whole of your premises into account, including outdoor locations and any rooms and areas that are rarely used. Small premises may be able to assess as a whole, in larger premises you may find it helpful to divide

## The King's School, Chester - Employee Handbook

them into rooms or a series of assessment areas using natural boundaries, e.g. process areas, offices, stores, as well as corridors, stairways and external routes.

Risk assessments must take account of other users of the buildings and co-operation and communication of hazard and risk must be shared between businesses to ensure a co-ordinated response is prepared and implemented.

You need to appoint one or more competent persons to carry out any of the preventive and protective measures needed to comply with the legislation. This person could be you, or an appropriately trained, employee or, where appropriate, a third party.

Your fire risk assessment should demonstrate that, as far as is reasonable, you have considered the needs of all relevant persons, including disabled people.

### Five Steps to Fire Risk Assessment

#### 1. Identify the Hazards

- Sources of ignition
- Sources of fuel
- Sources of oxygen

#### 2. Identify people at risk

- Employees and other people in and around the premises
- People especially at risk e.g. vulnerable persons/ disabled persons

#### 3. Evaluate, remove, reduce and protect from risk

- Evaluate the risk of fire occurring
- Evaluate the risk to people from fire
- Remove or reduce the fire hazards
- Remove or reduce the risks to people, considering;
  - Detection and warning
  - Fire fighting
  - Escape routes and travel distances
  - Lighting
  - Signs and notices
  - Maintenance

#### 4. Record, plan, inform, instruct and train

- Record the significant findings and action taken
- Prepare an emergency plan
- Inform and instruct relevant people; co-operate and co-ordinate with others
- Provide training

#### 5. Review

- Keep assessment under review
- Revise where necessary

## Fire and Emergency Evacuation

### If you discover a fire:

**Operate the nearest fire alarm call point.**



IF IT IS SAFE TO DO SO AND IF YOU HAVE AUTHORISATION AND APPROPRIATE TRAINING, attack the fire with the firefighting equipment provided.

Always ensure there is a safe exit route before attempting to extinguish any fire.

Leave the building immediately if you cannot control the fire or your escape route is threatened.

### On hearing the alarm:

The fire alarm sound is a: **SIREN**



**IMMEDIATELY VACATE THE PREMISES BY THE NEAREST AVAILABLE EXIT**

Close all windows and doors behind you



**GO TO THE ASSEMBLY POINT**

Report to the person in charge of your assembly point.

The assembly point is located:  
**Grassed area at the front of the school**



**DO NOT RE-ENTER THE BUILDING TO COLLECT PERSONAL BELONGINGS.**

**DO NOT RE-ENTER THE BUILDING UNTIL TOLD TO DO SO BY THE DESIGNATED PERSON.**

**DO NOT USE LIFT UNLESS AUTHORISED TO DO SO.**

### **Visitors:**

All visitors should be escorted to the assembly point by their host. It is important that they do not leave the area before notifying the senior person present.

### **Emergency Services:**

The Head of Estates present will meet and liaise with the emergency services and any other interested parties, giving them pertinent information related to the emergency situation, such as location and details of emergency, location and presence of hazardous and flammable materials, head count statistics, etc.

## The King's School, Chester - Employee Handbook

### First Aid

#### Guidelines on Responding to Injuries

##### Minor injuries

The following injuries are considered minor and capable of being dealt with by a first aider in school: Grazes, small scratches, bumps, minor bruising, minor scalding or burns resulting in slight redness to the skin.

Injuries requiring medical attention:

- deep cut
- long cuts (considered to be approximately 2.5cm when on the hand or foot and 5cm when elsewhere on the body)
- the cut is jagged
- the injury involved a pet, especially a cat
- the injury involved a wild animal
- the injury is due to a bite that breaks the skin, either human or animal
- the wound has debris stuck in it after cleansing
- the wound is bleeding heavily
- the wound will not stop bleeding after applying direct pressure for 10 minutes
- the injury is a puncture wound

##### Head injuries

Injuries to the head need to be treated with particular care. Any evidence of following symptoms may indicate serious injury and an ambulance must be called:

- unconsciousness, or lack of full consciousness (i.e. difficulty keeping eyes open)
- confusion
- strange or unusual behaviour – such as sudden aggression
- any problems with memory
- persistent Headache
- disorientation, double vision, slurred speech or other malfunction of the senses
- nausea and vomiting
- unequal pupil size
- pale yellow fluid or watery blood coming from ears or nose
- bleeding from scalp that cannot quickly be stopped
- loss of balance
- loss of feeling in any part of body
- general weakness
- seizure or fit

##### Hospital Admission

Where a pupil is required to attend hospital using an ambulance it is not necessary to accompany a pupil to hospital. If parents are unable to attend hospital promptly, a member of staff should go to the hospital. In the exceptional circumstance of parental permission being required, the Senior Teacher can act *in loco parentis*.

If a pupil is taken directly to hospital they will be accompanied by a member of staff who will stay with the pupil until discharged or until a handover can be made to a parent or guardian.



## The King's School, Chester - Employee Handbook

The member of staff at the hospital must update the senior teacher on the condition of the injured pupil as and when information is made available.

The parent/guardian of a pupil attending hospital must be advised at the earliest opportunity.

Support for the injured pupil and their parents will be provided as determined by the individual circumstances of the incident.

### **Blood and Body Fluid Spillages**

It is important that spillages of blood, faeces, vomit or other body fluids are dealt with immediately as they pose a risk of transmission of infection and disease, e.g. Blood borne viruses and diarrhoeal and vomiting illnesses, such as norovirus.

A spillage kit is available in school to deal with blood and body fluid spillages, the kit is located: First Aid Room.

The person responsible for checking and replenishing the kit regularly is: Matron

### **General principles of blood and body fluid spillage management**

Body fluid spillages should be dealt with as soon as possible with ventilation of the area. Anyone not involved with the cleaning of the spillage should be kept away from the area and protective clothing should be worn when dealing with the spillage such as gloves and aprons.

### **Spillage Procedure**

Cordon off the area where the spillage has occurred.

Cuts and abrasions on any areas of the skin should be covered with a waterproof dressing.

Use personal protective equipment and clothing to protect body and clothes: disposable gloves and apron or other protective clothing must be worn.

### **Hard surfaces e.g. floor tiles, impervious table tops**

Small spills or splashes of blood: Clean with neutral detergent and hot water.

### **Large spills**

- Remove spillage as much as possible using absorbent paper towels.
- Flush these down toilet or dispose of carefully in waste bag.
- Cover remaining with paper towels soaked in diluted bleach solution (1:10 dilution with cold water).
- Leave for up to 30 minutes, and then clear away.

Alternatively, large spills may be covered with granules from the spillage kit for two minutes. Spillage and granules should be carefully removed with paper towels and disposed carefully into a waste bag. Clean area with neutral detergent and hot water.

### **Soft surfaces and fabrics e.g. carpets and chairs**

- Remove the spillage as far as possible using absorbent paper towels.
- Then clean with a fresh solution of neutral detergent and water.
- Carpets and upholstery can then be cleaned using cleaner of choice.
- Steam cleaning may be considered.

Contaminated gloves, aprons, paper towels, etc. should be carefully disposed of into a leak proof plastic bag, securely tied and placed immediately into the normal external school waste container. Large quantities of contaminated waste should be disposed of in consultation with the local waste authority.

Wash hands after procedure.

As with other all hazardous substances used in school, bleach and disinfectants should be stored, handled and used in accordance with COSHH (Control of Substances Hazardous to Health, 2002) Regulations and the manufacturer's instructions. Product data sheets and safe use instructions should be accessible, along with risk assessments and details of actions required in the event of accidental ingestion, inhalation or contact with skin or eyes.

All chemicals must be stored in their original containers, in a cool, dry, well-ventilated place that is lockable and inaccessible to pupils, visitors and the public.

Appropriate protective clothing (e.g. gloves and aprons) should be worn when handling bleach and other chemical disinfectants. Contact with skin/eyes/mouth should be avoided.

### **Gas Installations and Appliances**

The school will ensure that all work carried out on gas fittings and appliances are in accordance with the requirements of the regulations and the Safety in the Installation and Use of Gas Systems and Appliances Manual.

All work will be undertaken by GasSafe registered engineers.

### **Gas Emergencies**

In the event of a suspected gas leak:

- Call 24 hour gas emergency service on 0800 111 999
- Evacuate the buildings and move the pupils and majority of the staff to a distance of at least 250 metres away. Nominate some staff to stay at a safe distance to prevent access to the site and await the emergency qualified engineer
- If it is safe to do so:
  - Put out naked flames
  - Open doors and windows
  - Turn off the gas supply

### **DO NOT TURN ELECTRICAL SWITCHES ON OR OFF**

If the general public in the neighbourhood are at risk contact the police on 999

No person shall interfere with any gas appliance or gas fitting or pipe work unless qualified and competent to do so.

## Hazardous Substances (COSHH)

All reasonable steps will be taken to ensure all exposure of employees to substances hazardous to health is prevented or at least controlled to within statutory limits.

The school will give sufficient information and training to ensure full understanding of the hazards to health posed by substances in the workplace and the importance of the control measures provided. Information will also be given to others who may be affected such as contractors, temporary staff and visitors where appropriate.

Employees should not use any hazardous substance unless they have received the information and training for the safe use of that substance. Substances hazardous to health are defined by the COSHH regulations as:

- Substances classified as very toxic, toxic, harmful, corrosive or irritant;
- Biological agents directly connected with work including micro-organisms.
- Dust of any kind when present as a substantial concentration in the air.
- Substances which have a Workplace Exposure Limit (WEL) assigned to them by the Health and Safety Commission document EH40.
- Any other substance not specified above which may create a comparable hazard to a person's health.

These can be identified by their warning label and carry the pictograms detailed below, which have changed in recent years. Both sets of symbols are included below:

### 'Old' Hazard Symbols:



Toxic



Harmful, or irritant  
substances



Corrosive



Highly flammable or  
extremely flammable



Oxidising



Explosive



Dangerous to the  
environment

### 'New' Hazard Symbols (from December 2015):



Acute toxicity, Very toxic (fatal), Toxic etc.



Flammable gases, flammable liquids, flammable solids, flammable aerosols, organic peroxides, self-reactive, pyrophoric, self-heating, contact with water emits flammable gas



oxidising gases, oxidising liquids, oxidising solids



Gases under pressure



Explosive, self-reactive, organic peroxide



Respiratory sensitiser, mutagen, carcinogen, reproductive toxicity, systemic target organ toxicity, aspiration hazard



Harmful skin irritation, serious eye irritation



Harmful to the environment



Corrosive (causes severe skin burns and eye damage), serious eye damage

### Principles of control

In all cases personal protective equipment (PPE) is used where it is not reasonably practicable to adequately control exposure by other means. Where PPE is identified as necessary for use by staff and pupils it is ensured that it is suitable for the purpose.

Employees have a duty to make full and proper use of all control measures identified as required in the risk assessment and must wear appropriate PPE (lab coat, eye protection, gloves etc.) where this is identified as required. Employees should ensure that their PPE is kept clean, in good repair and stored correctly to prevent contamination.

### Information and Documentation

All manufacturers' safety data sheets and COSHH assessments are kept on file in each relevant departments COSHH Register.

Information on the locality, type and volume of hazardous substances stored on site will be provided to outside agencies, such as the fire and rescue service, upon demand, where there are grounds for them to need to know.

### Personal Protective Equipment (PPE)

Adequate information and training is given to employees and pupils who may be exposed, about the risks to health and precautions. It is also provided for those who have PPE on its use and maintenance.

### Health Surveillance

Where there is a reasonable likelihood that an identifiable disease or adverse health effect associated with exposure will occur and the risk assessment shows that health surveillance is appropriate for the protection of employees then this is carried out.

## The King's School, Chester - Employee Handbook

### Infection Control

School staff and pupils are from time to time at risk of infection, or of spreading infection.

The school aims to minimise the risk of the spread of infection and will implement appropriate policies and procedures.

### Staff Illness and Reporting

Staff should **notify the Bursar and School Nurse** if they develop any of the following:

- Skin infections or exposed areas of infestation
- Severe respiratory infection (e.g. pneumonia, TB)
- Severe diarrhoea
- Hepatitis
- Chicken Pox, Measles, Mumps, Rubella

The Head Teacher will discuss with the individual suitable controls. In some cases, employees may need to be referred to an Occupational Health Practitioner or their GP for advice.

Staff should report diseases which have been contracted through work to **the School Nurse**, who will report it to the Enforcing Authorities if necessary.

### Confidentiality

Confidentiality will be maintained at all times in relation to an employee who is known to have any infectious disease.

No health information will be disclosed without the written consent of the employee concerned and any breach of such confidentiality, either inside or outside the organisation, will be regarded as a disciplinary offence and may result in disciplinary action.

### Legionnaire's Disease

Legionella is the bacteria responsible for causing the illness commonly known as Legionnaires' Disease. Legionella bacteria are commonly found naturally in rivers, lakes and reservoirs where they do not cause any harm.

Legionella bacteria can also be found in purpose-built water systems including cooling towers, evaporative condensers, hot water systems and whirlpool spas. In these types of water systems, the water is often maintained at an ideal temperature for the legionella bacteria to grow. Conditions which increase the risk of legionella being present and causing a risk to health include:

- water being re-circulated as part of the water system
- water being stored in any part of the system at temperatures between 20°C and 45°C (warm water)
- the presence of nutrients for the bacteria to grow on, such as rust, sludge, scale and organic matter
- conditions are ideal for bacteria to multiply
- there is potential for water droplets and aerosols to be produced by the water system.

Legionnaires' Disease is a pneumonia-like illness caused by breathing legionella bacteria deep into the lungs, either in tiny droplets of water (aerosols), or by breathing in particles that are contaminated by legionella after the water has evaporated.

There is no evidence of person-to-person spread of the disease.

The incubation period for Legionnaires' Disease is usually three to six days, however symptoms may develop any time between two and ten days after being exposed. Symptoms usually begin with high fever, chills, headache and muscle pain. A dry cough and breathing difficulties are also common, and some patients also suffer diarrhoea, vomiting and delirium/confusion.

Legionnaires' Disease can usually be treated successfully with antibiotics, however it is fatal in around 12% of cases, although these tend to be amongst higher risk groups; as although anyone can contract Legionnaires' Disease, several sectors of the population appear to be at greater risk. The 'higher risk' categories of persons include; men aged 45 and over, heavy drinkers and smokers, those with chronic respiratory or kidney disease and those with an impaired immune system.

As a result, the management of legionella risks is especially important in residential buildings where there are vulnerable people living, such as retirement flats or assisted living.

Employers have a legal duty to protect the health, safety and welfare of all those affected by their workplace. As well as this, other Regulations require employers or people in control of workplaces to assess if there is any risk of exposure to bacteria such as legionella. If so, they should take measures to prevent exposure or if prevention is not possible then they must control the risk from legionella.

The School health and safety policy outlines the approach we take to managing Legionella risks in the locations we are in control of, however this entails assessment of the risks and the implementation of a management programme, which includes:

- temperature checks to ensure they remain outside of the risk zone of 20°C and 45°C
- cleaning of water storage tanks and pipework to keep it clean and free from 'nutrients'
- removing any areas of the system where it is possible for water to stagnate or where water is not circulating regularly
- 'flushing through' water systems that are not regularly in use
- treating water to control legionella growth
- taking samples of stored water to allow for analysis of whether legionella bacteria exists therein.

## Manual Handling

Manual handling involves the lifting, putting down, pushing, pulling, carrying or moving of a load; including pulling on a rope or lever, as well as directly handling the load. It is also the biggest single cause of 'over seven-day accidents' at work and associated musculo-skeletal disorders (MSD's) cost an estimated 7.5 million working days a year in the UK, which is a cost to the economy of several billions of pounds.

Unnecessary or incorrect manual handling can cause injury, in particular to the back. Do not try to lift anything beyond your individual capability and before ascertaining weight, stability and centre of gravity of the object to be lifted.

The correct handling technique required to lift items safely is demonstrated below:

### Planning:

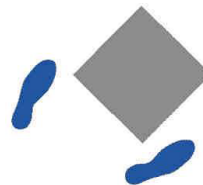
Plan the lift, consider where the load is to be placed, the distances involved, are whether there are any obstructions such as closed doors.

Is assistance required? Can handling aids or equipment be used?



### Feet:

The feet should be positioned apart (shoulder width), one foot ahead of the other in the direction of the intended movement.



### Knees:

Adopt a good posture for handling with the knees bent (not squat – don't kneel), in order to gain the most effective power from the thigh muscles.

### Back:

The back should be straight - not necessarily vertical (15 – 20 degrees from vertical is alright) keeping the natural curve of the spine. It may help to tuck in the chin. If necessary, lean forward a little over the load to get a good grip and to keep the centre of gravity over the load.



### Arms:

The arms should be close to the body (nearer the centre of gravity) with the shoulders level and facing the same direction as the hips.

### Hands:

Ensure a firm grip on the load. Holding the load this way is also less tiring than keeping the fingers straight.

### Head:

Raise the chin out and up as the lift begins, otherwise this results in round shoulders and a curved spine.

## The King's School, Chester - Employee Handbook

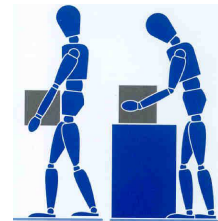
### Moving the Load:

Keep the load as close to the trunk for as long as possible, and where relevant, keep the heaviest side of the load close to the body. Slide the load towards you if required.

Lift smoothly.

Move the feet not the trunk when turning to the side, i.e., don't twist.

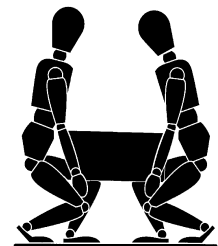
Put the load down and then slide the load into the required position if necessary.



### Team Handling:

Handling by two or more people may make possible an operation that is beyond the capability of one person, or reduce the risk of injury to a solo handler.

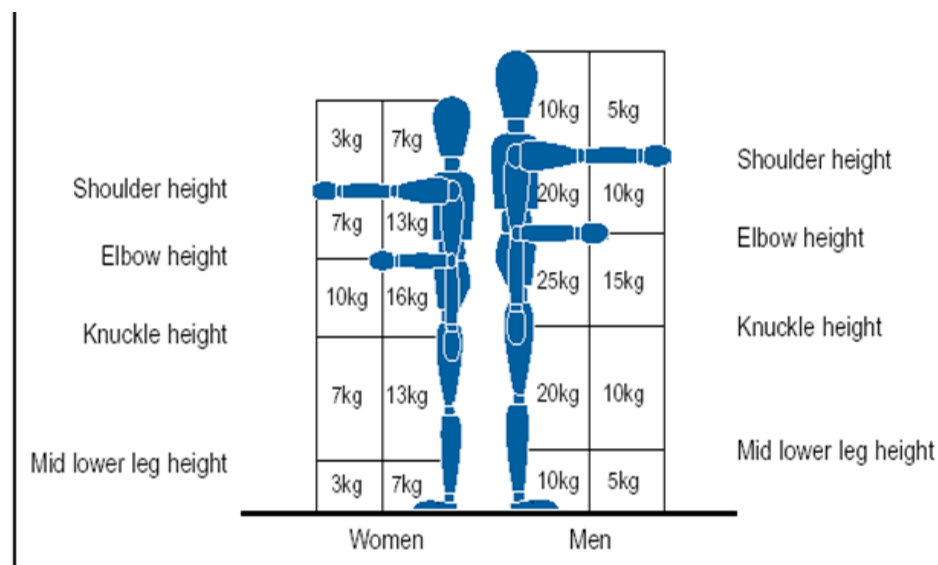
Additional difficulties may arise if team members impede each other's vision or movement, or if the load offers insufficient handholds. This can occur particularly with compact loads which force the handlers to work close together or where the space available for movement is limited.



### Load Weight Limits and Individual Capacity:

Guideline weights are published regarding what can and cannot be lifted by an individual, however they represent a sensible limit for people of average build and strength, whereas in practice people's individual capacity differs far more widely. The below diagram also helps to demonstrate the wide differences in ability when lifting loads at different heights or levels.

It can be seen that people's ability to lift loads at a distance or when arms have to be extended fully reduces substantially. Likewise, lifting loads from floor level or above shoulder also places limits on the weights that can (and should) be lifted. For example, lifting a small 25kg box at waist level when it can be held close to the body may be fine for most men; the same box being lifted off the floor or a high shelf is however a risk that should not be tolerated as the effective load increases substantially because of the ergonomic constraints of the human body; both factors should be taken into account when planning manual handling.





## New and Expectant Mothers

The school recognises that the general precautions taken to protect the health and safety of the workforce as a whole may not in all cases protect new and expectant mothers and there may be occasions when, due to their condition, different and/or additional measures will be necessary. Enhanced risks for new and expectant mothers include:

- certain movements and postures, manual handling
- infectious diseases
- potentially hazardous or dangerous substances
- lack of facilities (including rest rooms)
- mental and physical fatigue, or long working hours
- stress (including post-natal depression)
- passive smoking
- extremes of temperature
- working with visual display units (VDUs)
- working or travelling alone
- risks of violence.

Should you become pregnant or are returning to work after having a baby, then you are requested to **notify the Director of HR at the earliest possible opportunity** so a risk assessment can be carried out.

Any necessary control measures will be implemented and reviewed regularly. Where risks cannot be eliminated or reduced to an acceptable level then consideration will be given to adjusting working conditions and/or hours or if necessary providing suitable alternative work or suspension with pay. Generally speaking though, we will seek to:

- ensure lighter duties are available that do not require excessive physical exertion
- ensure access to refreshments and regular breaks
- ensure seating is available where possible
- discuss and agree the volume of work and the pace of work
- agree flexible rotas or flexible work allocation, where possible.

New or expectant mothers should inform the Director of HR of any changes which may affect the risk assessment including any medical conditions, incidents etc. Communication is key throughout your pregnancy and upon your return to work.

## Personal Protective Equipment

The school provides personal protective equipment (PPE) when the risk presented by a work activity cannot be eliminated or adequately controlled by other means. When it is provided, it is because health and safety hazards have been identified that require the use of PPE and it is therefore necessary to use it in order to reduce risks to a minimum.

Employees and volunteers provided with PPE must:

- wear the PPE as instructed and where indicated by signage
- maintain it in good condition and keep it clean
- report any defects to your manager and request replacements when there is any damage or it is thought that the PPE needs replacing
- ensure the PPE fits correctly, is comfortable and fully adjusted.

## Risk Assessment

**Risk Assessment** involves identifying the hazards present in the workplace or arising out of any work activity and evaluating the extent of the risks involved to employees and others, taking into account existing precautions and their effectiveness of them.

A **hazard** is something with a potential to cause harm and can include articles, substances, plant or machines, methods of work and the work environment.

**Risk** is the likelihood of harm being caused by that hazard and also with the potential severity of the harm i.e. the resultant injury or ill health effect; the level of risk therefore increases with the number of people exposed to the hazard.

The risk assessments completed by the school are required to be '**suitable and sufficient**', which is to say that they are not expected to identify all the hazards, especially trivial ones, however reasonably foreseeable and significant hazards present within the school should be identified, and the control measures we implement in controlling these hazards are only required to be proportionate to the level of risk faced.

The risk assessment must also identify all those people who may be affected by the hazard, whether they are workers or others, such as members of the public.

We may be controlling risks in various ways, and determining the effectiveness of those controls is part of the risk assessment process. Health and safety law does not demand absolute safety when considering what controls are required, but measures taken should go as far as is '**reasonably practicable**'; a balance between risk and cost, the greater the risk the greater the need to commit resources in terms of time and money to remove or control the risk.

It is a legal requirement that the significant findings of our risk assessments are brought to the attention of our employees.

### Carrying out Risk Assessments

It is important that the person carrying out the risk assessment is competent. This means that the person must have the necessary skills and knowledge gained through experience and training and may have qualifications that enable them to make sound judgments.

- have knowledge and experience of working procedures in practice, potential dangers and strengths and weaknesses of existing precautions
- have knowledge and experience of how to solve problems identified by the assessment
- be in a position to give the commitment, co-operation and resources required to implement the assessment results

The process for completing risk assessments is outlined below in the '**five stages of risk assessment**':

#### STEP 1 - IDENTIFY THE HAZARDS

Look for hazards by walking around the workplace. List the hazards that could reasonably be expected to cause harm. Ask for the opinion of employees as they may have noticed things that are not immediately obvious. It is important to identify a range of hazards, examples include:

- Physical Hazards: e.g. noise, slips and trips, fire, sharp edges
- Chemical e.g. solvents, oils, adhesives, cleaning products
- Biological e.g. legionella, hepatitis, AIDS
- Ergonomic e.g. manual handling, use of display screen equipment
- Physiological e.g. stress or anxiety.

## STEP 2 - IDENTIFY WHO MAY BE HARMED AND HOW

Groups of people and individuals who may be affected by the hazards e.g.: staff, members of the public, contractors, pupils, young people or children.

Particular attention needs to be paid to vulnerable persons, e.g. those with disabilities, visitors, new or pregnant mothers, inexperienced employees or young persons.

## STEP 3 - EVALUATE AND CONTROL THE RISK

Evaluate the risks arising from the hazards and decide whether existing precautions are adequate or if more should be done. When evaluating the extent of the risk, account should be taken of the chance of some harm occurring (likelihood), the likely severity of this, and the number of people who could be affected. The formula:

### Severity x Likelihood = Risk

Is used on the risk forms within this policy manual.

In developing control measures for the risks that have been identified, you are encouraged to use the following hierarchy of control measures, in this order (ESRICPD):

- |                    |  |
|--------------------|--|
| <b>E</b> liminate  | Avoid the activity completely or sub-contract it out of the organisation.  |
| <b>S</b> ubstitute | Change the method or substance for one of a lesser risk.   |
| <b>R</b> educe     | Reduce the time exposed to a hazard e.g. noise; or the weight of an item for manual handling; or the concentration of hazardous substances.  |
| <b>I</b> solate    | Create a physical barrier between the hazard and the person at risk.   |
| <b>C</b> ontrol    | Organisational or procedural controls such as instruction, supervision or the provision of information or training to employees.   |
| <b>P</b> PE        | (Personal Protective Equipment) at this level there is a reliance on people to use PPE correctly for it to be effective, which is why PPE is one of the last considerations for control. |
| <b>D</b> iscipline | The discipline of individuals' to complete work as instructed within the safe system of work and/or disciplinary action for breaches.  |

### Implementing an Action Plan:

Once the level of risk has been determined and the control measures needed to reduce or eliminate the risk established, an action plan should be drawn up with timescales for implementation of any additional control measures that have been identified, which are not currently in place.

#### STEP 4 - RECORD YOUR FINDINGS

The significant findings of the assessment must be recorded, which is a legal requirement. Keep any written assessments for future reference and ensure that employees are informed of the findings and control measures, either existing or additional, that have to be observed and used. In some circumstances the findings of the risk assessment should also be given to others who could be affected, for example agency workers, contractors etc.

#### STEP 5 - MONITOR AND REVIEW THE ASSESSMENT

It is important that the control measures are monitored and that records are kept. A regular review of the assessments should be made to take into account any changes to the methods or systems of work. You should also review the assessment following an accident, where there has been a significant change to the work, if new information comes to light, or if there is any other reason to believe that it may no longer be valid. Following the review, additional control measures should be implemented if required. Even if there are no significant changes since the original risk assessment, it should be regularly reviewed to confirm that it is still relevant and valid.

A list of typical Hazards and Examples of Control Measures is included below:

Hazard	Example control measures
Manual Handling	Mechanical aids, hoists, getting assistance, breaking loads into smaller units, training
Hazardous substances	Substitution for less hazardous alternatives, extract ventilation, personal protective equipment, training
Work equipment (machinery, tools, etc.)	Guarding, demarcation of danger zones, restricted operation and use planned preventative maintenance, training
Ladders	Avoid working at height. correct type of ladder/stepladders, maintained, training
Electricity	Insulated tools, residual circuit breakers, fuses, earthing, inspection and testing of systems and appliances
Stairs, etc.	Good lighting, handrails, non-slip surfaces, slightly raised/highlighted front edges
Fire	Detection/warning systems, fire drills, extinguishers, signs, suitable storage facilities for substances and goods, fire retardant furniture and fittings
Noise	Reduction at source, isolation, ear protection, demarcation of danger zones
Stress	Reduce/increase workload, more control over work, work suitable for the individual, avoidance of monotonous repetitive work
Work environment	Good lighting, ventilation, redesign layout of area, heaters/coolers

**Additional Risk Assessment Resources** and guidance documents are useful to refer to when completing risk assessments, further details of which are included below:

<b>Design &amp; Technology</b>	CLEAPSS Risk assessments in technology <a href="http://www.cleapss.org.uk/">http://www.cleapss.org.uk/</a> BS 4163:2007 Health and Safety for Design and Technology in Schools and Similar Establishments
<b>Science</b>	CLEAPSS <a href="http://www.cleapss.org.uk/">http://www.cleapss.org.uk/</a> CLEAPSS School Science Service Laboratory Handbook CLEAPSS HazCards
<b>Food Science</b>	CLEAPSS Food Technology <a href="http://www.cleapss.org.uk/">http://www.cleapss.org.uk/</a>
<b>Art</b>	National Society for Education in Art & Design (NSEAD) <a href="http://www.nsead.org/hsg/index.aspx">http://www.nsead.org/hsg/index.aspx</a> CLEAPSS Art & Design <a href="http://www.cleapss.org.uk/">http://www.cleapss.org.uk/</a>
<b>Physical Education</b>	Safe Practice in Physical Education and School Sport' BAALPE/afPE <a href="http://www.afpe.org.uk/">http://www.afpe.org.uk/</a>
<b>Offsite visits</b>	Health and Safety of Pupils on Educational Visits. DfE Outdoor Education Advisers Panel. <a href="http://www.oeap.info/">http://www.oeap.info/</a>

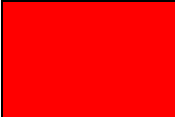
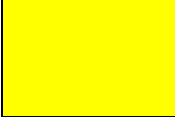
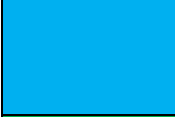

## Safety Signs, Signals and Notices

Safety signs and notices are displayed in the workplace for a number of reasons; some are required to be displayed by statute, for example the Certificate of Employer's Liability Insurance or the Health and Safety Law poster, others are displayed to; identify the locations of safety equipment, warn of hazards, provide instructions such as the fire escape route from a building, or to prohibit certain actions, or indeed to require certain actions to be carried out.

These signs should be adhered to and followed at all times, and the guidance below provides an overview of the different types of signs you may come into contact with. It is not just traditional signs that provide this sort of information however; audible or visual signals such as fire alarms also fall into this category.

Please familiarise yourself with all of the signs and signals in your workplace, and their respective meanings. Any queries should be raised with your manager or the Head of Estate. Please also remember to report any missing, damaged, defaced or illegible signs immediately, to your manager or the Head of Estates.

There are four main types of safety signs, each of which have a different colour; red, yellow, blue and green, and each colour has a different meaning:

Colour	Purpose / Example	Examples of use:
	<b>Prohibition sign;</b> A sign prohibiting certain behavior that could lead to an increased risk.	<ul style="list-style-type: none"> <li>- No smoking</li> <li>- No access for unauthorised persons</li> <li>- Stop or shutdown</li> <li>- Speed limits</li> </ul>
	<b>Warning sign;</b> A sign that provides a warning as to a specific type of hazard or danger.	<ul style="list-style-type: none"> <li>- Flammable materials</li> <li>- Danger: electricity</li> <li>- Toxic material</li> <li>- General danger or warning signs</li> </ul>
	<b>Mandatory sign;</b> A sign that prescribes certain behaviours or actions to be taken.	<ul style="list-style-type: none"> <li>- Hearing protection to be worn</li> <li>- Safety gloves to be worn</li> <li>- 'Fire Door, Keep Shut'</li> <li>- Safety boots must be worn</li> </ul>
	<b>Emergency escape/ First aid sign;</b> A sign giving information as to the locations of emergency exits, first aid or other rescue facilities.	<ul style="list-style-type: none"> <li>- Fire exits or directional escape signs</li> <li>- Assembly point location</li> <li>- Instructions e.g. 'push bar to open'</li> <li>- First aid box/ room</li> </ul>

Signs also tend to be pictographic to assist with people who are not familiar with the language in that country or workplace. An example of each category has been provided below:



No smoking



Toxic material



Safety gloves  
must be worn



Emergency escape

## Stress at Work

The Health and Safety Executive define stress as "the adverse reaction people have to excessive pressure or other types of demand placed on them". This makes an important distinction between pressure, which can be a positive state if managed correctly, and stress which can be detrimental to health.

Stress at work can come about for a variety of reasons. It may be excessive workload or work that is beyond your capability, unreasonable expectations, pressure or overly-demanding colleagues, interpersonal factors with certain colleagues or some other conflict that may exist. As a reasonable employer, we try to ensure that you are in a pleasant working environment and that you are as free from stress as possible.

It is therefore important for all employees to understand the signs or symptoms of stress and for those who experience unreasonable stress, which they think may be caused by work, or those who spot the symptoms of stress in themselves or their colleagues, should raise their concerns with their Manager or through the company's grievance procedure, if applicable.

Common symptoms or indicators of those people experiencing undue stress, include:

- fatigue, anxiety or poor motivation;
- making mistakes or having accidents;
- deteriorating relationships with colleagues, irritability and indecisiveness;
- increased absenteeism;
- excessive smoking, drinking, overeating, etc.;
- physical symptoms, such as headaches, dizziness and general aches and pains.

If deemed appropriate, the school will provide access to confidential counselling for employees affected by stress caused either by work or external factors, and seek to take additional action to improve their working life.

Following action to reduce the risks, or stressors, the individual shall be reassessed and if the risks remain unsustainable for the employee concerned, efforts shall be made to reassign that person to find other work for which the risks would be tolerable.

## The King's School, Chester - Employee Handbook

### Voice Care

Teachers are particularly at risk of developing voice problems. Female voices are more vulnerable and some subjects, e.g. physical education, music and technology are more risk to the voice than others.

Environmental factors can contribute to voice strain. In schools these can include:

- Class size, layout or design
- Noise level
- The acoustics of the room
- Chalk dust, fumes, other irritants
- Uncomfortable temperature or poor ventilation.

Research also indicates that as the voice influences the listener's reaction, the teacher's voice quality can affect pupil learning.

The most common voice misuse is shouting and screaming, strained loud voice and also excessive throat clearing. The usual symptoms of voice problems are:

- throat pain when speaking or swallowing
- sore throat in the morning which disappears when the voice "warms up"
- hoarse, tired voice in the evening
- increase in mucus
- rapidly-changing pitch or loss of control of voice

### Aim

We aim to ensure that appropriate steps are taken in to minimise the risks to our employees' voices. To achieve this we will;

- identify those teaching areas where a risk of voice loss may occur
- assess the risk of voice loss in each area
- implement measures to reduce the risk of voice loss as far as reasonably practicable in areas identified as at risk
- provide information to employees on the risk of voice loss and how to reduce the risk
- keep records of reports of voice problems
- refer affected employees to occupational health

**Employees** will be encouraged to seek medical help if there is:

- persistent hoarseness for more than 2-3 weeks
- regular hoarseness or voice loss
- significant voice quality changes
- constant vocal fatigue
- difficulty or pain when swallowing

### Monitoring and Review

We will:

- keep a log of any incidents or requests for help
- work with Heads of Department to make appropriate risk assessments
- ensure that appropriate action is taken
- log progress and outcomes as part of our health and safety management system
- make a termly report to the Headmaster

**The Headmaster** will report on any cases to the Governing Body.



## The King's School, Chester - Employee Handbook

### Work at Height

The school will take all reasonable steps to provide a safe working environment for all employees who may be affected by work at height activities.

Working at height, or rather falls from height, is the most common cause of fatalities in the workplace.

A place of 'height' is anywhere where a person could be injured by falling from it. It does not necessarily mean working above ground level as a fall, for example, into a hole could also cause substantial injury. It does however exclude slips, trips and falls on the level, or on permanent workplace stairs.

Remember: THERE IS NO SAFE HEIGHT TO FALL FROM!

All persons working at height are required to follow the instruction and training with which they have been provided, and to report any defects or activities which endanger their own or any other person's safety. Risk assessments should also be completed for work that is likely to be carried out 'at height', with the following considerations being made:

- can the work at height be avoided entirely – is there a way to safely complete it from ground level?
- Where it cannot be avoided, selection of the most appropriate access equipment/working platform is the next consideration;
- ensure that the ground conditions are suitable (clean, dry, level, firm);
- ensure that any working platform is safe and secure whether static or mobile;
- use anchorage points for safety harnesses and ladders;
- put in place controls to prevent items falling from height e.g. toe boards, tool belts, toolboxes etc.;
- anticipate adverse weather conditions;
- scrape mud off boots/ ensure shoes are dry before climbing ladders;
- are the persons involved in work at height are trained and competent;
- is work at height equipment appropriately inspected, where necessary;
- is work at height equipment checked to ensure they are not faulty or damaged before use;
- an area around the work area be cordoned off, fenced or blocked off in some other way to prevent against impact or collision with the structure and to keep people out of the area beneath.

In practice, the majority of work at height undertaken by staff at the School will be with the use of ladders and stepladders, and will involve members of the maintenance team. As such, we have included below some guidance on the safe use of ladders and stepladders.

### Using Ladders & Stepladders

Ladders and stepladders should only be used for short duration tasks (less than 30 minutes), light tasks or where more suitable access equipment is not practical.

Under no circumstances should high areas be accessed using chairs, tables or such other items of furniture not designed the purpose.

The following **Pre-use Checks** should be completed EVERY TIME that a ladder is used:

- check that the stiles (the sides of the ladder) are in good condition – do not use the ladder if they are bent, split or otherwise damaged as the ladder could become unstable or collapse
- check the feet – do not use the ladder if they are missing, worn or damaged as the ladder could slip
- check the rungs – do not use the ladder if they are bent, missing or loose
- check the locking bars (stepladders) – do not use the ladder if they are bent or the fixings are worn
- check the platform (stepladders) – do not use the ladder if it is split or buckled
- check the steps (stepladders) – do not use the ladder if the fixings are loose or treads are contaminated as they could be slippery
- check the ladder or stepladder otherwise clean, dry and free from hazards.

Where the ladder is deemed not to be safe, it should be discarded immediately. If you are in doubt as to whether the condition of the ladder is acceptable, caution should be exercised and the opinion of a more senior member of staff sought.

Once it is decided that the ladder itself is in good condition and is able to be used, the correct **Set-up for Ladders** should be ensured:

- ground conditions should be firm, level and clean (no oil, moss or leaf litter and free of loose material e.g. sand, packaging materials etc. so the feet can grip; shiny floor surfaces can be slippery even without contamination);
- Ladders should never be stood on moveable objects such as pallets, bricks, stacks of paper or boxes etc.;
- ensure there is space to fully open the ladder and make use of any locking devices;
- locate ladders/stepladders where they will not be struck by vehicles, doors/windows or pedestrians; protect them with suitable barriers, cones or warning tape and secure doors/windows nearby, where possible (not fire exits);
- have a second person standing guard if there is no other way to secure the area;
- have a strong upper resting point (leaning ladders) e.g. not plastic guttering;
- secure the ladder by tying it to a suitable point; where this is not practical, consider using another effective stability device or someone to 'foot' the ladder.

Finally, you should always ensure that you are **Using Ladders Safely**:

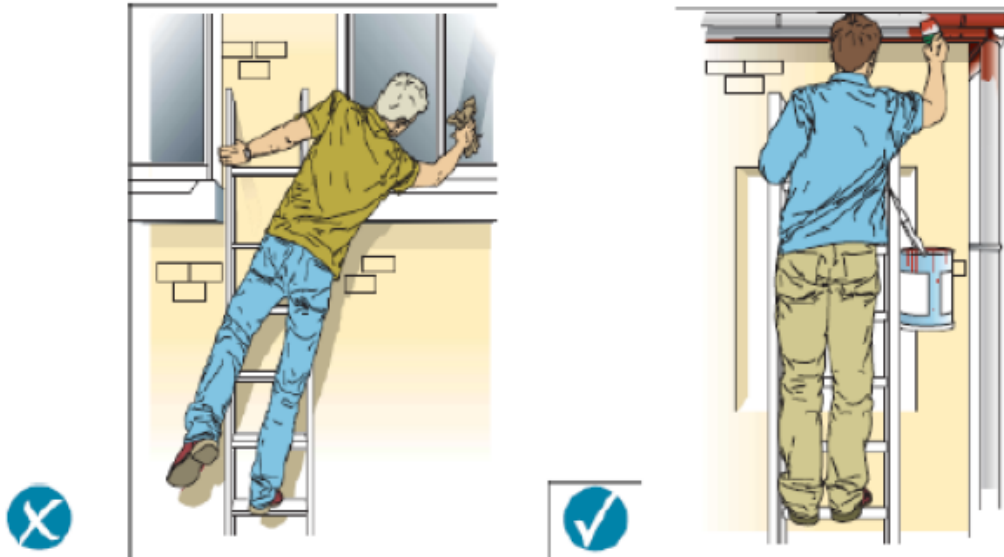
- short duration work only (maximum 30 minutes)
- light work only (loads of up to 10 kg)
- leaning ladders should have an angle of 75° (1 unit out for every 4 units up)
- always grip the ladder when climbing
- avoid holding items when climbing (for example by using tool belts)
- always maintain three points of contact when working from the ladder
- do not overreach - make sure your belt buckle (navel) stays within the stiles and keep both feet on the same rung or step throughout the task
- do not work off the top three rungs (leaning ladders) or the top two steps (stepladders) to provide a handhold
- don't work within 6 m horizontally of any overhead power lines
- avoid side-on working.

Additional Information is available in HSE leaflet '**Safe use of ladders and step ladders – A brief guide**' which is available at: <http://www.hse.gov.uk/pubns/indg455.pdf>

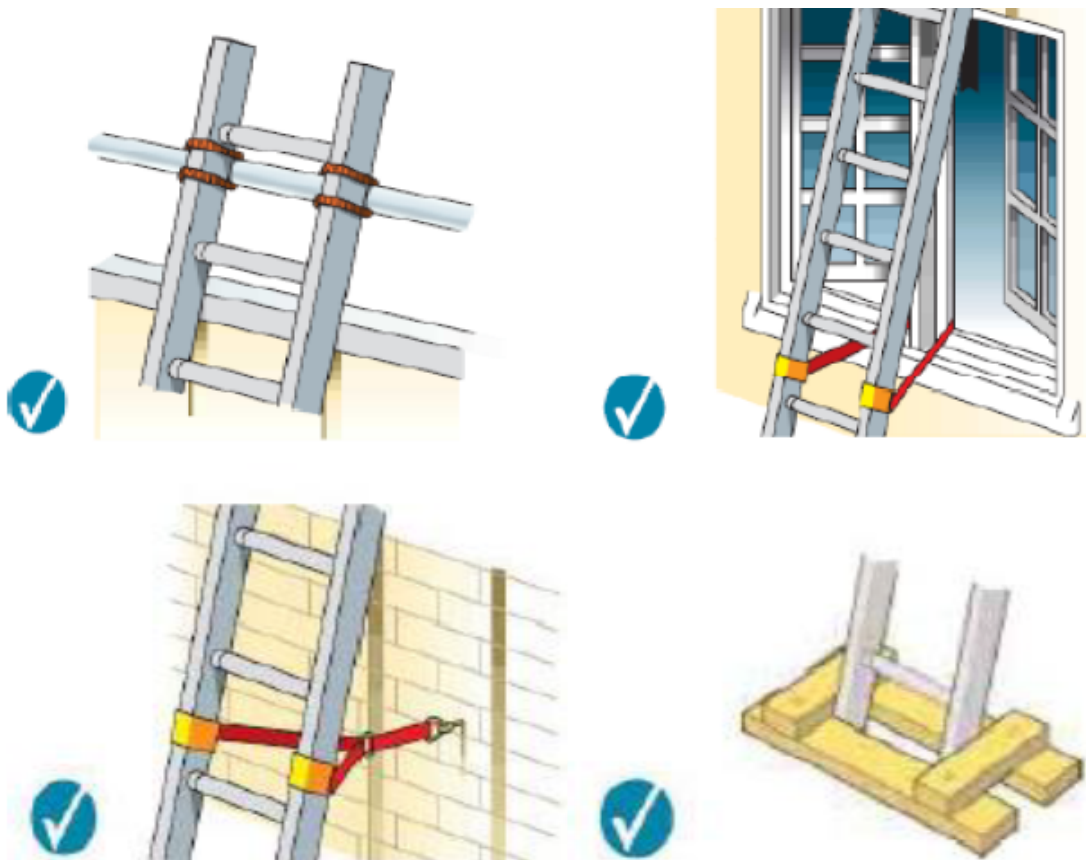
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### Work at Height Examples

Over-reaching / not maintaining three points of contact:



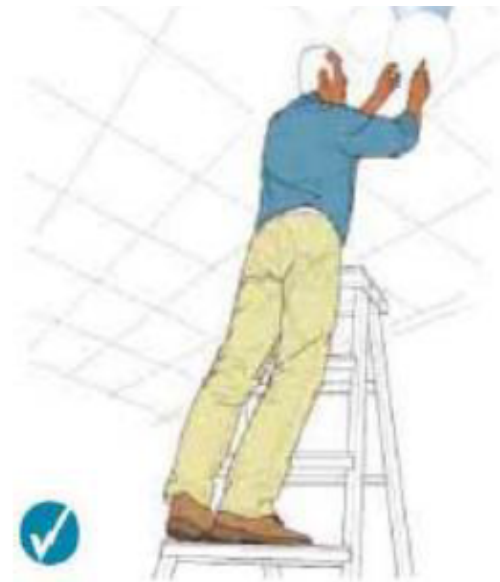
Securing a Ladder:



Set-up at the correct angle (4:1):



Not using the top three steps:



No 'side-on' working to be undertaken:

