



MANCHESTER
ISLAMIC
GRAMMAR SCHOOL
FOR GIRLS
FAITH • LEARNING • LIFE

HEALTH AND SAFETY POLICY AUGUST 2025

Document Control

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Introduction

Health and Safety is of prime importance to MIGSG and we will seek to conduct our business in such a way as to avoid harm to our employees and all others who may be affected directly or indirectly by our activities.

This policy outlines the responsibilities and arrangements for ensuring your Health and Safety. It is therefore important that you read the policy before starting work at MIGSG.

Aims and objectives:

The aim of our school is to create a safe environment, for all users of the school, students, school staff, parents and the community.

This includes:

- The ability of each individual to protect him/her self
- Concern and consideration for the safety of others
- Knowledge of what to do in certain situations or seeking expert help where the necessary skills are not available
- Alertness and control
- Cultivation of good habits

Learning to be safe

We believe that students learn best through practical experiences and active involvement in all areas of the curriculum. Students are taught to have care and consideration for themselves and others:

- In the classroom
- When using equipment e.g. scissors, tools, PE apparatus
- When moving around school
- When carrying out investigations e.g. a pond, pollution, soil studies
- When on educational visits
- Safe places to play (stranger danger etc.)
- Healthy eating habits, fruit time in school at breaks
- Wearing the right clothing for PE/games lesson

We have a limited number of school rules, which are for safety reasons, such as walking round in school, playing in sight of an adult on duty, care of property etc.

Educational visits are carefully planned in advance, by following instructions in the education visit policy.

Roles and Responsibilities

The MIGSG school Health and Safety committee consists of:

Ms J Kossar	Acting Headteacher
Mrs. A Suleiman	Health and safety Lead
Mrs. H Stear	Health & Safety Coordinator
Mr. S. Anwar	Caretaker
Mrs R Abdul	Food and technology teacher
Ms. A Towe	PE teacher
Mr B Lopez	lab technician

Headteacher

- To Pursue objectives in respect of Health & Safety policy
- To set up arrangement to meet the Health & Safety requirement
- To be available to any member of staff to discuss and seek to resolve Health & Safety problems
- To report to the Trustees
- To inform staff of any changes/hazards etc.
- To ensure that all areas of the school are inspected regularly
- To ensure that a system is established for reporting, recording and investigation of accidents and that all reasonable steps are taken to prevent recurrences
- To ensure that all visitors, including maintenance contractors are informed of any hazards on site of which they may be unaware
- To ensure that consideration is given to the possibilities of maintenance work affecting students and staff
- To ensure that effective arrangements are in force to facilitate ready evacuation of the buildings in case of fire or emergency and that firefighting equipment is available and maintained

Health and Safety Coordinator

- To ensure that employees are:
 - Aware of their responsibilities under the Health and Safety at Work Act
 - Familiar with the requirements of the school's safety policy
 - Made aware of the hazards in their area of activity
 - Familiar with safe methods of work
 - Aware of the action to be taken in an emergency

- Aware of the first aid facilities available
- To ensure that safety rules and safe methods of work are observed, and that protective equipment is utilized where appropriate
- To inform the Acting Headteacher of all accidents and incidents and assist in the investigation
- To initiate or recommend any necessary repairs or maintenance work
- To maintain a high standard of a safe working environment at all times
- To participate in consultation with Acting Headteacher and employees in promoting progression improvements in the safety of activities

All staff

- To co-operate with safety representatives in the fulfilment of the objectives of the school's Health & Safety policies and their responsibilities under the Health and Safety at Work Act
- To comply with safety rules and procedures laid down in their area of activity
- To take reasonable care to avoid injury to themselves and others by act or omission whilst at work
- To use such protective clothing or equipment as may be provided
- To report all sickness, accidents and dangerous occurrences promptly

Arrangement for ensuring Health and Safety

Every person entering the premises will be made aware of the emergency procedures

The Health and Safety committee of the school will issue, as necessary, policy curriculums and/or guidance notes through the Executive Head and Health & Safety Coordinator and will be circulated to appropriate staff. A full record of guidance will be kept in a file in the office. It is the responsibility of members of staff to refer to these documents as the need arises.

New employees will, as part of normal induction process, be given Health and Safety information relevant to their work, including fire warning procedures and first aid facilitation etc.

Protective Clothing

Where appropriate, suitable and adequate protective equipment/clothing will be made available to employees engaged in hazardous activities.

Consultation

Any employee who has a problem relating to Health and Safety at work must raise the matter with the Health & Safety Coordinator who will take appropriate action.

Proposals for introducing new machinery, substances or processes will be subject to consultation with relevant employees and appropriate instruction, training and information will be provided where necessary.

Certain items of plant and equipment may be subject to statutory inspections.

Competency and Training

The progression of adequate training is vital to health and safety of all members of staff. The Acting Headteacher supported by staff will identify needs and secure appropriate training.

The HSE states that “for a person to be competent, they need qualifications, experience, and qualities appropriate to their duties”. In reality, only an assessment of the individual can demonstrate competence. Competent employees are expected to act in manner that is reasonable depending on their levels of knowledge, skills and training.

Do not operate machinery or attempt anything that you do not have the competence, skills or abilities to do or if you have not been trained.

Visitors and visiting staff

Any employee who during the course of his or her work, as required to visit premises other than their normal place of work must comply with the Health and Safety instructions relating to those premises.

Those persons inviting visitors into premises are responsible for ensuring that they are made aware of safety rules and procedures sufficient to ensure their safety.

All visitors must sign in using the electronic signing in system in the school office and will be issued with a badge to wear whilst on the premises.

Smoking/vaping

It is the policy of the Trustees that MIGSG is a no-smoking school.

School/vaping including the use of e-cigarettes, is not permitted in any area of the school by students, staff, parents or visitors to the school.

Monitoring the policy

A yearly review of all procedures and risk assessment will be carried out by staff and amended as necessary. Ongoing monitoring will be undertaken by all staff, teaching and non-teaching.

The Acting Headteacher will monitor the implementations of the Health & Safety policy and advise the Health & Safety committee of any issues arising from the monitoring.

The policy will be reviewed annually by the Trustees and the Health & Safety committee.

Fire Safety Policy/Procedures

Contents:

Fire Safety Policy

1. General statement
2. Employees duties
3. Communication
4. Procedures
5. Emergency evacuation plan
6. Assisted Evacuation (Personal Emergency Evacuation Plan [PEEP])

Fire Marshals:

Mrs. H Stear	Responsible for collecting all the paper registers and making sure everyone on site is accounted for. Reporting to the Fire Brigade any missing persons.
Miss. J Kossar	Responsible for ensuring that all students/staff with PEEP have been evacuated safely.
Mr. B Lopez	Responsible for ensuring gas supply is switched off in laboratories and flammable chemicals are locked away
Miss. Z Bashir	Responsible for bringing all registers to evacuation area and checking fire alarm to discover zone of fire to pass to Fire Marshall.
Mrs. A Suleiman	Responsible for overseeing the Fire Assembly Point and taking over Fire Marshall Role in her absence

Other duties:

Mrs. F Khan	Phone fire brigade (9999)
Mrs. Y Khan	Open the gates for fire engine access and fire exits

1. **General Statement**

We are a responsible employer and take our fire and safety duties seriously. We have formulated this policy to help us comply with our legal obligations to staff, students and visitors under the Fire Safety Order 2005. These include the provision of a safe place of work where fire safety risks are minimized. Due to its importance, this Fire Safety Policy forms part of our overall Health and Safety Policy and encompasses the following policies already included: evacuation procedure, lunchtime fire procedure, emergency evacuation during exams, bomb alerts, fire drills and practices. Our priority at all times is the safety of individuals. To assist us in achieving the high level of fire safety we have employed an external contractor to carry out regular Fire Risk Assessments on the school site, on an annual basis and ensure that all precautions are taken and all procedures followed with regard to the fire.

2. **Employee Duties**

All employees have a duty to take reasonable steps to ensure that they do not place themselves or others at risk of harm. All employees are expected to co-operate fully with any procedure that may be introduced as a measure to protect the safety and well-being of staff, students and visitors.

3. **Communication**

All employees will be kept informed either directly or via Health and Safety representatives of any relevant changes to fire safety procedures or fire risk assessments.

4. **Procedures**

The following procedures are in place to ensure high standards of fire safety.

- Fire risk assessments have been undertaken and are reviewed regularly. However, other reviews will occur if there are changes that will impact on them. These may include alterations to the premises or new work processes. Fire risk assessments are carried out by an external contractor.
- The fire evacuation procedure will be practiced three times a year (once every term and with a practice during the first days back to school). A record will be kept of the date and the time taken to evacuate the buildings.
- It is noted that there are two distinct situations where different evacuation procedures are required, firstly, when students are in class and secondly, during break time and after school when students are out of their classes. Evacuation procedures will be practiced for both scenarios.

- Training will be provided, as necessary, to any staff given extra fire safety responsibilities such as Fire Marshalls. Basic fire training is given to all staff (teaching and non-teaching) on an annual basis.
- All new members of staff and temporary employees will be given induction training on how to raise the alarm and the available escape routes. Regular staff will be given annual refresher training.
- All escape routes shall be clearly signed and kept free from obstructions at all times. Escape routes shall be checked weekly by the Health & Safety coordinator or the 'responsible person'.
- Evacuation procedures are posted prominently on every corridor next to the Fire Alarm Call Point.
- All fire extinguishers will be serviced and maintained annually by a suitable contractor. If any employee notices defective (they are checked fortnightly by Health & Safety Coordinator) or missing equipment they must report it to the Health & Safety Coordinator.
- Emergency lighting is checked every six months by a suitable contractor and monthly by the Health & Safety Coordinator or their responsible person. Any bulbs which are not working are immediately replaced.
- All visitors must be logged into the Vispoint visitor system in the main office on arrival on site. Please see the fire safety management files for all records of checks, certificates and remedial works.

5. Emergency Evacuation Plan

NB: to try and account for occasions where members of staff designated with various functions within this Emergency Evacuation Plan are absent, deputies have been allocated to all functions. However, in the event that both members of staff designated for a specific function are absent, the Health & Safety Coordinator or Office manager shall temporarily allocate the function to an alternative suitably trained member of staff.

- **If you discover a fire:** raise the alarm immediately. This can be done by activating the nearest fire alarm call point. Fire alarm call points are located in the corridor on every floor and can be activated by pressing hard against the glass with your thumb (or lifting the cover and pressing the plastic with your thumb). Evacuate immediately using the nearest available fire exit. Do not stop to pick up any personal possessions. Do not stop to shut windows, but the last one out of a room should ensure that the door is shut. The onus is on staff to ensure that under 18s in particular get out of the building safely. Inform the Health & Safety Coordinator/Fire Marshall as to the location of the fire. Report to the assembly point for a roll call. Assemble in the lower carpark (near to tennis courts). Everyone in the school premises should be as far away from the building as possible. If you are with a visitor, ensure they accompany you. The office manager will bring out the visitor book.
- **If you hear the alarm:** leave immediately using the nearest available fire exit. Staff need to ensure that any students under 18 in their care get out of the building safely. If you know that an under 18 is in the toilet or another part of the building away from the class, inform

the Fire Marshall as you leave, then report to the assembly point for roll call. If you are with a visitor, ensure they accompany you.

- **Persons responsible for taking roll call:** the teachers and the office manager who then send the form Health & Safety representative (student) to report to the Fire Marshall/Health & Safety Coordinator
- **Fire Marshalls – on hearing or setting off the alarm:** encourage everyone around you to evacuate as soon as possible. Check students, teachers, admin staff and visitors are accounted for at the roll call.
- **Fire Alarm status:** In the event that the fire alarm is for a genuine fire, then the designated person must call the fire brigade as soon as possible. The person designated to call the fire brigade are Mrs Faiza Khan or Miss Zonash Bashir. In their absence, Mrs Yasmeen Khan should call. In the event that the fire alarm is a false alarm, then the fire brigade should establish the cause before letting anyone re-enter the building.
- **Before the fire brigade arrives:** if there is a fire, the fire Marshalls can, if they have received appropriate training and the situation does not place them at risk, make use of the fire extinguishers located on each floor to put out the fire. **They are under no obligation to do so. Staff must not put their safety at risk at any time.** If at any time, they feel that the situation places them at any risk at all, they must not proceed but must wait for the fire brigade to arrive

6. **Assisted Evacuation (Personal Emergency Evacuation Plan [PEEP])**

- Any member of staff or student who cannot leave the building unaided in the event of an emergency will need to have a Personal Emergency Evacuation Plan [PEEP] for their evacuation. On a weekly basis Health & Safety Coordinator checks the student risk assessments and liaises with the relevant staff/students to complete the PEEP form. It is also the Health and Safety Coordinator's responsibility to ensure the relevant teacher has a copy when the student is in their class. It is the responsibility of the teacher to assist the evacuation of the student in accordance with the PEEP.
- Completed PEEP forms are kept in the fire safety folder. (Staff common, 2023-2024, H&S folder: Personal Emergency Action Plan)
- A master copy of the PEEP form is saved on Staff common, 2023-2024, H&S folder: Personal Emergency Action Plan
- It is the responsibility of Health & Safety Coordinator to liaise with other Health & Safety officers to complete the PEEP form for the individual. A copy of this form must be given to all teachers at the start of class.
- People who need aid to leave the building may include anyone with a physical disability such as a wheelchair user, but it could also include a student with a recent foot injury who is on crutches, someone with visual impairment, hearing difficulties or someone that is heavily pregnant
- Anyone with mobility issues will be evacuated according to their individual PEEP

Evacuation procedures

HOW TO EXIT THE SCHOOL

FIFTH FLOOR	ROOMS 507 – 512 (LABS & ART ROOM) USE STAIRCASE 01 EXITING AT THE BOTTOM EXIT THROUGH THE REAR EXIT OF THE BUILDING AND WALK DOWN TO THE BOTTOM CARPARK (NEAR TENNIS COURTS) TO ASSEMBY POINT ROOMS 502 – 506 (LABS & FOOD TECHNOLOGY) USE STAIRCASE 02 EXITING AT THE BOTTOM TURNING LEFT EXIT THROUGH THE REAR EXIT OF THE BUILDING AND WALK DOWN TO THE BOTTOM CARPARK (NEAR TENNIS COURTS) TO ASSEMBY POINT
FOURTH FLOOR	ROOMS 407 – 412 USE STAIRCASE 01 EXITING AT THE BOTTOM EXIT THROUGH THE REAR EXIT OF THE BUILDING AND WALK DOWN TO THE BOTTOM CARPARK (NEAR TENNIS COURTS) TO ASSEMBY POINT ROOMS 402 – 406 (LIBRARY) USE STAIRCASE 02 EXITING AT THE BOTTOM TURNING LEFT EXIT THROUGH THE REAR EXIT OF THE BUILDING AND WALK DOWN TO THE BOTTOM CARPARK (NEAR TENNIS COURTS) TO ASSEMBY POINT
THIRD FLOOR	ROOMS 308 – 313 USE STAIRCASE 01 EXITING AT THE BOTTOM EXIT THROUGH THE REAR EXIT OF THE BUILDING AND WALK DOWN TO THE BOTTOM CARPARK (NEAR TENNIS COURTS) TO ASSEMBY POINT ROOMS 302 – 307 USE STAIRCASE 02 EXITING AT THE BOTTOM TURNING LEFT EXIT THROUGH THE REAR EXIT OF THE BUILDING AND WALK DOWN TO THE BOTTOM CARPARK (NEAR TENNIS COURTS) TO ASSEMBY POINT

SECOND FLOOR ROOMS 207 – 213

USE STAIRCASE 01 EXITING AT THE BOTTOM

EXIT THROUGH THE REAR EXIT OF THE BUILDING AND WALK DOWN TO THE BOTTOM CARPARK (NEAR TENNIS COURTS) TO ASSEMBY POINT

ROOMS 202 – 206

USE STAIRCASE 02 EXITING AT THE BOTTOM TURNING LEFT

EXIT THROUGH THE REAR EXIT OF THE BUILDING AND WALK DOWN TO THE BOTTOM CARPARK (NEAR TENNIS COURTS) TO ASSEMBY POINT

FIRST FLOOR ROOMS 108 – 113

USE STAIRCASE 01 EXITING AT THE BOTTOM

EXIT THROUGH THE REAR EXIT OF THE BUILDING AND WALK DOWN TO THE BOTTOM CARPARK (NEAR TENNIS COURTS) TO ASSEMBY POINT

ROOMS 102 – 107

USE STAIRCASE 02 EXITING AT THE BOTTOM TURNING LEFT

EXIT THROUGH THE REAR EXIT OF THE BUILDING AND WALK DOWN TO THE BOTTOM CARPARK (NEAR TENNIS COURTS) TO ASSEMBY POINT

GROUND FLOOR ROOMS 05-09

EXIT THROUGH THE REAR EXIT OF THE BUILDING AND WALK DOWN TO THE BOTTOM CARPARK (NEAR TENNIS COURTS) TO ASSEMBY POINT

ROOMS 02 – 04

EXIT THROUGH THE REAR EXIT OF THE BUILDING AND WALK DOWN TO THE BOTTOM CARPARK (NEAR TENNIS COURTS) TO ASSEMBY POINT

DINING HALL EXIT THROUGH SIDE DOORS AND WALK DOWN TO THE BOTTOM CARPARK (NEAR TENNIS COURTS) TO ASSEMBY POINT

GYM EXIT AT REAR AND WALK DOWN TO THE BOTTOM CARPARK (NEAR TENNIS COURTS) TO ASSEMBY POINT

Before leaving the school, the school secretary will dial 9999 for the fire brigade. The school secretary is responsible for taking all the registers out of school with her, and also the staff and visitors 'sign in' record that must be printed directly from the 'visipoint' login system when the alarm is raised.

Fire Marshalls from the students' Health & Safety committee have been appointed and trained. The teacher in charge of the students at the time of the alarm will ask the student Fire Marshall to report to chief fire Marshall and account for all students.

Nobody is to go back into school. If a student is missing it must be reported

When the building is reported to be safe and the Acting Headteacher authorizes, staff and students may return to the building as long as there is no actual fire.

Staff should ensure that their students walk in and out of school sensibly, and line up quietly.

If their normal exit is blocked for any reason, then staff and students should use the nearest available exit (other staircase).

THE LIFT DOORS WILL OPEN AND LIFTS WILL NOT WORK IF THE FIRE ALARM SOUNDS – LIFTS SHOULD NOT BE USED IN CASE OF EMERGENCY AS THEY COULD OPEN ON THE FIRE FLOOR

Lunchtime Fire Procedure

- All lunchtime supervisors on duty in the playground/school grounds shall, on hearing the fire alarm, gather all students together away from the building and ensure no student re-enters the building
- Lunchtime supervisors on duty in the dining area shall evacuate all students from the building
- Staff members in classrooms where students are engaged in lunchtime extracurricular activities shall evacuate all students from the building and ensure on the way out that any toilets are vacated.
- Staff members on the premises shall assist the lunchtime supervisors
- Students to line up in form groups

Emergency Evacuation during exams

Prior to the exam period and at the beginning of each exam, the candidates will be informed of the emergency evacuation procedures which are different to the normal evacuation procedures:

- Candidates must remain under controlled exam conditions
- Candidates are evacuated leaving all exam materials on their desks

- Candidates are evacuated to the exam assembly point away from the other students and must remain at least 1.5m apart
- Exams officer and other available staff meet at the assembly point to provide assistance and supervision
- On re-entry to exam room, the exam is restarted and the candidates given their full entitlement
- Any candidate who is found to have communicated with another may be disbarred from this session
- A full copy of the exam evacuation procedure will be in the exam room during every examination
- If a fire occurs during a GCSE exam then the SLT responsible for Health & Safety will operate as the Fire Marshall as Health & Safety Coordinator is also the Exams Officer and this must take priority at this time

Bomb Alerts

In the event of bomb alert the Acting Headteacher or Office Manager must:

- Ring the fire alarm to activate the evacuation of the premises of all adults and students (see fire drill procedure)
- Phone 9999 for the fire brigade and police
- Check that the evacuation procedure has been followed
- Remain at the front of the school to meet the fire brigade/police and direct them to the incident. All students and adults must remain outside
- Only when the all clear has been given will students and adults be allowed to re-enter the premises

Fire Drills and Practice

If the alert is a practice, then Chubb must be informed, they will disable the alarm for one hour. If there is an incident involving the setting off the alarm (i.e. not an actual fire) then Chubb must be informed. The fire alarm system is currently monitored by Chubb and is not connected directly to the fire brigade. Chubb will contact MMPS Caretaker or Tamim Estewani who are the emergency key holders and will also contact the fire brigade if required.

Car Parking

Car parking is a concern at MIGSG as it is a hazard for those who use the school. It is also a hazard for neighbours who live within the vicinity of the school. Drivers parking cars at the school, near it or dropping or collecting students at the school should at all times have consideration for the safety of pedestrians, other road users and the immediate community. In particular, the road markings near the pelican crossing should be observed at all times.

Visitors parking at the school should leave a note of their car registration number with the school office in case their car needs to be moved etc.

At no time should the school entrance be obstructed.

The Health & Safety Coordinator will talk to year 7 students, walk them to the nearest crossing and send out regular letters to parents emphasizing the following:

- Care of our neighbours
- Not parking on yellow lines
- Dropping students off in the grounds in the morning by driving through the school, keeping the traffic flow moving and not stopping to get out of the car
- Trips – coach times should be arranged on or before 8.30am or after 9.20am

The policy is enforced by personal contact with any adult who continually parks in an obstructive way (by staff on duty). All comments by parents or neighbours will be followed up.

Manual Handling

Manual handling operations means any transporting or supporting of a load (including the lifting, putting down, pushing, pulling, carrying or moving thereof) by hand or by bodily force.

Make proper use of equipment provided for your safety. Inform the Health & Safety Coordinator if you identify any hazardous handling activities. Ensure that any lifting activities you get involved in do not put others at risk.

Manual handling injuries are the single most common cause of workplace injury.

There are four things you should consider when assessing risks of Manual Handling (TILE)

1. **TASK** – look at the job you are doing, for example twisting or reaching
2. **INDIVIDUAL**- what is it about the person that makes the job safe, for example have they had the correct training? Do they have back problems?
3. **LOAD** – could the weight, size or shape of the load increase the risk of injury?
4. **ENVIRONMENT** – look at the surroundings where the job is taking place, for example if there is something in the way or if there is an uneven surface?

Students moving equipment

In the normal day to day running of the school, there are certain situations where students will need to move equipment or items of furniture. For example:

- Chairs and tables – chairs should be moved one at a time, and students must be shown how to carry them correctly. They may carry single chairs on their own (depending on the size of the chair). If a large number of chairs are needed then the caretaker will deal with them. Tables need one student at each end, a student must not attempt to lift a table on her own.
- Sports equipment – when using large apparatus, students must be trained in how to move, lift and set out each piece of apparatus. This includes how to lift correctly, and how many

students are needed for moving each piece of equipment (this should include how to bend). For example netball posts – one student at each end.

- Small items of equipment can be moved by the students when instructed
- Always make sure when any item of equipment or furniture is being moved from one room to another, that there is another student available to open and close doors

Students must ***always*** be supervised when moving any equipment or item of furniture. Some items they will need to move may be heavy or awkward to handle. Students need to be shown how to lift and carry safely. This needs reinforcing on regular occasions.

Items students should not move:

- Computers – monitors can easily fall off trolleys, or wires can get caught
- Paper cutters/guillotines – sharp blade
- Televisions – fragile and heavy

Security of the premises

A designated member of staff, under the direction of the Acting Headteacher, is responsible for ensuring that the building provides a safe and healthy environment for the students. The caretaker and external cleaners under the direction of the Acting Headteacher maintain a clean and tidy building and grounds. Any minor repairs or maintenance are completed by the caretaker (builder by trade) or through the use of contractors engaged by the Acting Headteacher in consultation with the Trustees. Any equipment/hazardous substance are kept locked away from the students. All equipment is to British Standards and is maintained regularly. The Acting Headteacher and caretaker are the designated key holders and are responsible for the security of the building.

Keys are also issued to certain non-school persons such as the cleaning staff, and organisations using the schools regularly. They are responsible for leaving the building secure.

Class teacher

It is the responsibility of the class teacher to make sure that their classroom is safe and equipment switched off before leaving the premises

Caretaker

It is the responsibility of the caretaker to check weekly that:

- All locks and catches are in working order
- The emergency lighting is working
- The fire alarm has no faults
- The security system is working properly
- Before leaving the premises to check:
 - All the windows are closed
 - The doors are locked and secure
 - The security alarm is set if he is the last person to leave

Acting Headteacher

It is the responsibility of the Acting Headteacher, if the last person to leave, to perform the above functions in the absence of the caretaker

In addition, the Acting Headteacher is responsible for the security of the premises during the school day

All staff and visitors are required to report to the secretary's office and sign the staff or visitor's book (Visipoint). Any parents or visitor is welcome in school but is asked to report to the office first. Visitors to school will be requested to wear a visitor badge (printed from Visipoint system). The Acting Headteacher will update staff in any changes to the policy.

Contractors on Site

FOR ANY WORK THAT THE SCHOOL WISHES TO BE CARRIED OUT BY A CONTRACTOR A RISK ASSESSMENT MUST FIRST BE DONE BY A MEMBER OF THE HEALTH & SAFETY COMMITTEE

- Contractors have to follow and therefore must be made aware of the school's rules
- Contractors are encouraged to telephone and make appropriate arrangements prior to visiting the school. They must contact either the Acting Headteacher or the caretaker. The school expects to be informed of the number of workers who will be on site
- All contractors must report to the secretary's office. The caretaker will then be informed of their arrival if necessary
- Contractors will work under close supervision of the caretaker or administration staff so as not to endanger the Health & Safety of students or adults in school
- Contractors are obliged to wear necessary protective equipment for the job in hand. It is assumed the contractor has their own safety equipment but must inform the school at the time of the quote if they wish the school to provide it. If such equipment is not available then they will not be allowed to work
- Any equipment that contractors bring into school must have been tested for safety and be stored in a safe place away from corridors, classrooms, or any areas used by adults or students
- No repairs or maintenance can be carried out in areas which students or adults are occupying, this includes cloakroom and toilet areas
- If contractors are working near the students' play areas, then all equipment and machinery must be cleared away during play time, and the contractors must leave the area
- Contractors need to be advised of the Asbestos Plan
- The school must keep a record of any accidents or near misses

All work will be monitored by the caretaker and any concerns reported to the Acting Headteacher, and the contractor concerned

NB. See separate sheet, to be given to contractors

Guidance for Contractors on Site

All contractors on site should ensure they have been given a clearance note by the caretaker; the area is safe to work. The school has an asbestos plan; please ensure you refer to the copy if working in any of the areas included in the plan.

We have been recommended by the Health & Safety Inspector to ask you to refrain from:

- Smoking in the building or in the grounds as we are a no-smoking school (this includes vaping)
- Talking to students (our students are asked not to talk to strangers)
- Moving vehicles when students are at play
- Working on or near the playgrounds when the students are at play
- Leaving equipment around
- Playing music during school hours

If you have any problems, please see the Acting Headteacher or caretaker

Control of Hazardous Substances in School

All substances, including cleaning materials, which may be hazardous, are kept in a locked store, either in the cleaner's cupboard or the caretaker's room.

In the school laboratories the Science Technician is responsible for the inventory and storage of hazardous materials. Each chemical has its own Data Hazard Sheet, from the suppliers which should be consulted before use. Your employer should complete COSHH risk assessments on all hazardous substances.

- Only use the smallest amount required of any substance – the more you use the bigger the risk
- Replace lids and tops on all hazardous substances and store them effectively
- Ensure that areas in which you are using substances are well ventilated
- Mandatory use of personal protective equipment (PPE) that has been identified and provided to protect you from exposure to substances
- Make sure all spillages are cleared up at the earliest opportunity and reported to the relevant people
- Chemicals checked for suitability where pregnant staff are teaching
- Experiments with danger of inhalation must be carried out in a fume cupboard that is switched on. If the staff member responsible does not know how to safely use the fume cupboard then the experiment should not take place

Employees have a responsibility to comply with all safety instructions when handling hazardous substances.

COSHH risk assessments for all chemicals in school are available in the exams room.

Screen Equipment and Computer Workstations

Under the Health and Safety (Display Screen Equipment) Regulations 1992, the school has a duty of care to staff and students. The following standards should apply in school:

The VDU Screen must be:

- Easily readable with a stable and clear image
- Free from glare, reflections and flicker
- Capable of swivel and tilt movements, enabling comfortable head position and good posture
- The screen should be at eye level, they should not have to look down

The workstation must allow comfortable and easy use of the equipment

The Keyboard must:

- Be separate from the screen and capable of tilting
- Be positioned to enable support for the wrists and hands
- Have a matt surface and clearly legible symbols
- Staff using laptops should be given a separate keyboard

The Desk must:

- Have a surface of low-reflectance
- Permit flexible arrangement of the equipment and comfortable work position

The Chair must:

- Chairs should be of a height that a workers arm is flat on the surface from elbow to wrist and feet are flat on the floor or a surface such as a small stool

Software must:

- Be suitable for the tasks required
- Be adaptable to the level of knowledge and needs of the user
- Display easily understandable information

If you use display screen equipment for long periods of time, you are entitled to undergo an eye test which must be paid for by school

Women at Work

The school will endeavor to provide:

- Adequate and suitable sanitary facilities for the number of staff and students
- Flexibility in working patterns to overcome an individual problem in the case of expectant mothers

New or Expectant Mothers

Once the school has been informed in writing that an employee/student is a new or expectant mother, and then the school will endeavor to provide a safe working environment. The school has the right to request confirmation of the pregnancy by means of a certificate from a registered medical practitioner or midwife in writing. If this certificate has not been produced within a reasonable period of time, the employer is not bound to maintain changes to working hours or conditions or to maintain paid leave.

Staff who have had their pregnancy confirmed will meet with the Health & Safety Coordinator to discuss specific needs and obtain a personalized risk assessment.

The school will ensure that the working area is well ventilated. There should be good lighting and seating to avoid unnecessary strain.

Although all employees/students should be protected from hazards the school accepts recent COSHH regulations – reinforced by the Pregnant Workers Directive, there are some substances used in schools that are hazardous to the reproductive processes. Pregnant women should not be expected to handle these.

Pregnant women will not be expected to lift heavy objects.

The effects of rubella on pregnant women are well known and constitute a hazard. All staff will be informed of any case of rubella in the workplace.

The school will endeavor to ensure that the employee will be given time off to attend anti-natal appointments.

Further guidance can be obtained for the EC Directive on Pregnant Workers (92/85/EEC) and the DTI booklet PL958 Maternity Rights

<https://www.gov.uk/working-when-pregnant-your-rights>

Administration of Medicines during School Hours

From time to time, parents request that the school should dispense medicines which need to be administered at regular intervals to students.

These requests fall into two categories:

- Students who require emergency medication on a long term basis because of the chronic nature of their illness (e.g. asthma)
- For casual ailments it is often possible for doses of medication to be given outside school hours. The school does not administer medicines for casual ailments.
- If it is unavoidable that a student has to take medicine in school, written approval and instructions are to be given by the parents

The medicines must be brought into school in a properly labelled container which states:

- a) The name of the student
 - b) The name of the medicine
 - c) The dosage
 - d) The time of administration
- Medicines will be kept in a secure place by office staff in accordance with safety requirements
 - A record will be kept of medicines administered, dose and time of administration. This is to help prevent students exceeding the recommended or prescribed dose

Paracetamol

The new medical questionnaire sent out to parents includes a question as to whether school is given permission to administer Paracetamol instead of sending home a student for headaches or period pain.

- Paracetamol will only be available from Health & Safety Coordinator who has a list of who has permission from parents
- A record of paracetamol administered, dose and time of administration will be kept. This is to help prevent students exceeding the recommended dose
- A text message will be sent home detailing dose and time paracetamol was administered to parent
- Any student who does not have written permission will not be given paracetamol unless they are sent in by the parents with written instructions

Paracetamol must not be kept on a students' possession and must be handed in to the Health & Safety Coordinator upon entering the school.

ASTHMA POLICY

The school recognizes that asthma is a widespread, serious but controllable condition affecting many students at school. The school positively welcomes all students with asthma to achieve their full potential in all aspects of school life by having a clear asthma policy that is understood by school staff and students. (Supply teachers and new staff are also made aware of the policy.) All staff, including lunchtime supervisors, who come into contact with asthma sufferers, are provided with training from the Health & Safety Coordinator. Training is updated annually.

Asthma medicines:

- Immediate access to reliever medicines is essential. Students with asthma are encouraged to carry their reliever inhaler
- Parents are asked to ensure that the school is provided with a labelled spare reliever inhaler. These should be labelled with their daughter's name and kept in the school office.
- Office staff should check the expiry date of inhalers monthly and inform parents of any that are out-of-date.
- School staff are not required to administer asthma medication to students. All school staff will let students take their own medicines when they need to.

Record keeping:

At the beginning of each school year or when a student joins the school, parents are asked to indicate any medical conditions their daughter may have including asthma on their enrolment form and also on the Health Questionnaire that is sent out each year.

Staff are given a list of known medical conditions at the beginning of the year and are expected to follow the procedure of indicating medical conditions in their markbooks/planners

PE, Games and Activities:

- Taking part in sports, games and activities is an essential part of school life for all students. All teachers are made aware of which students have asthma

Asthma sufferers who require inhalers are required to keep them on their persons at all times. Staff will allow them to self-administer when required

Letters will be sent to parents at the beginning of the school year reminding them to send a labelled inhaler to the office.

Where long term needs for emergency medical attention exist such as epilepsy or diabetes, the school will require specific guidance on the nature of the likely emergency and how to cope with it while awaiting paramedical assistance. Detailed written instructions should be sent to the school and the parent/guardian should liaise with their daughter's class teacher. If the emergency is likely

to be of a serious nature, emergency contact numbers must be given where an adult is available at all times

Diabetes Policy

After consultation with parents the school requires the following actions to be taken:

- All members of staff should be aware of a student's condition and relevant symptoms. Should a diabetic student be taken off the school premises, for any length of time, the staff member in charge is responsible for ensuring the required medicines are taken. NO RISKS SHOULD BE TAKEN.
- Students should always have a supply of dextrose tablets or equivalent on her person
- A further store of these items should be made available in a named secure plastic container
- A supply of Hypostop which is within its 'use-by-date' should be in the office fridge
- All relevant items should be taken on educational visits
- If a student has a diabetes sensor attached to monitor their sugar levels, then they should be permitted to keep their mobile phone on their person, provided they agree to not use it for any other reason or it will be confiscated.

First Aid in School

IF A STUDENT REFUSES FIRST AID THEN THE ACTING HEADTEACHER AND PARENT/GUARDIAN MUST BE INFORMED IMMEDIATELY

All staff, both teaching and non-teaching are responsible for dealing with minor incidents requiring first aid.

During lesson time if first aid is required the class teacher should send for one of the registered first aiders, preferably one of the non-teaching staff. If an accident occurs in the playground during break or lunchtime and first aid is required, then one of the staff on duty in the playground should send for one of the first aiders.

The qualified first aiders in school are:

MRS F HAFEZI	FIFTH FLOOR (ROOM 502)
MRS K GRIFFIN	FIFTH FLOOR (ROOM 506)
MRS A SULEIMAN	FIFTH FLOOR (ROOM 509)
MS B HOCKWART	FIFTH FLOOR (ROOM 510)
MRS H STEAR	FOURTH FLOOR (ROOM 402)
MRS S MALEK	FOURTH FLOOR (ROOM 403)
MRS N IMTIAZ	FOURTH FLOOR (ROOM 404)
MRS D OBAID	FOURTH FLOOR (ROOM 406)
MRS L AL-DIRI	FOURTH FLOOR (ROOM 407)
MRS P MUNIR	FOURTH FLOOR (ROOM 408)
MRS Z ISLAM	THIRD FLOOR (ROOM 304)
MS C DRINKWATER	THIRD FLOOR (ROOM 305)
MS L O'NEILL	THIRD FLOOR (ROOM 307)
MISS M BARKER	THIRD FLOOR (ROOM 308)
MRS F KHAN	THIRD FLOOR (ROOM 313)
MRS Y KHAN	SECOND FLOOR (ROOM 202)
MRS S SAUNDERS	SECOND FLOOR (ROOM 203)

MRS F BARBASH SECOND FLOOR (ROOM 206)

MRS N MALEK SECOND FLOOR (ROOM 208)

MISS J KOSSAR SECOND FLOOR (ROOM 212)

MISS Z BASHIR GROUND FLOOR (RECEPTION)

MS A TOWE LOWER GROUND FLOOR (GYM)

MS R FAIZ DINNER LADY

MRS Z HUSSAIN DINNER LADY

MRS S IDOO DINNER LADY

MRS T PERVAZ DINNER LADY

Safety/HIV Protection

Always wear disposable gloves when treating any accidents/incidents, which involve body fluids. Make sure any waste (wipes, pads, paper towels etc.) are placed in a disposable bag and fastened securely. Any students' clothes should be placed in a plastic bag and fastened securely ready to take home.

First Aid Supplies

First Aid Boxes are located in the following places:

LOWER GROUND FLOOR - GYM

GROUND FLOOR – RECEPTION & DINING ROOM

SECOND FLOOR – ROOM 202 & ROOM 208

THIRD FLOOR – ROOM 308 & ROOM 313

FOURTH FLOOR – ROOM 402 & ROOM 406

FIFTH FLOOR – ROOM 502 & ROOM 506

THE SICK ROOM IS ON THE FOURTH FLOOR (ROOM 405)

Person Responsible for Supplies

Health & Safety Coordinator is responsible for checking the contents of the first aid boxes on a regular basis and placing orders to replenish stock. All staff are responsible for notifying the Health & Safety Coordinator if the supplies in any of the first aid boxes are running low.

Each first aid box should contain the following:

- Guidance card

- 20 individually wrapped adhesive dressings (plasters)
- 2 sterile eye pads
- 4 individually wrapped triangular bandages
- 6 safety pins
- 6 medium sterile wound dressings
- 2 large sterile wound dressings
- 2 pairs of disposable gloves
- Plastic disposable bags
- Resuscitaid
- 2 eyewash vials (sterile)

Checklist

BOX IN ROOM _____

EQUIPMENT	S	O	N	D	J	F	M	A	M	J	J
Guidance card											
20 individually wrapped adhesive dressing											
2 sterile eye pads											
4 individually wrapped triangular bandages											
6 safety pins											
6 medium sterile wound dressings											
2 large sterile wound dressings											
2 pairs of disposable gloves											
Plastic disposable bags											
Resuscitaid											
2 eyewash vials (sterile)											

Allergies/Long Term Illness

A record is kept in the Exams Office (room 402) and Reception of any students' allergy to any form of medication (if notified by the parent), any long term illness, for example asthma, and details on any student whose health might give cause for concern.

Infectious Diseases

From time to time students contract certain illnesses through no fault of their own, for which they have to be excluded from school for a specific period of time. During this time they will be offered work on google classroom if they are well enough to complete it.

Below is a list of diseases and the time for which they should be kept at home:

CHICKEN POX	6 days minimum from onset of rash
GERMAN MEASLES (RUBELLA)	7 days minimum from onset of rash
MEASLES	7 days minimum from onset of rash
MUMPS	7 days minimum or until swelling has gone

WHOOPING COUGH	21 days minimum from onset of cough
IMPETIGO	Until skin has healed
CONJUNCTIVITIS	Until eyes have cleared from infection
COVID	3 days from positive result

Accidents

Recording

All accidents must be recorded in the accident book. All details need to be filled in, including any treatment given

If the accident is more serious, the aim of the school is to get the student qualified medical attention as quickly as possible. Parents are informed straight away, and if necessary, and ambulance called for. A member of staff will collect information and accompany student. If parents are uncontactable the Acting Headteacher must be informed and the school will take responsibility 'in locus parentis'.

Accidents fall into four categories:

Category 1: Fatal

Category 2: Major Injury

Accidents in these two categories should be reported immediately to:

The Health and Safety Executive (0345 300 9923)

The accident should be reported by telephone immediately, and then the online form should be completed and submitted to RIDDOR.

If the accident is major for a student or adult, please report it immediately to the Acting Headteacher who will send for an ambulance if required and arrange for the parents to be contacted.

When in doubt, contact parents/guardians

Major injuries are:

- Fracture of the skull, spine or pelvis
- Fracture of any bone in the arm other than a bone in the wrist or hand
- Fracture of any bone in the leg other than a bone in the ankle or foot
- Amputation of a hand or foot
- The loss of sight in an eye
- Any other injury which results in the person injured being admitted to hospital as an in-patient for more than 24 hours, unless that person is detained only for observation.

It might be that the extent of the injury may not be apparent at the time of the accident or immediately afterwards, or the injured person may not immediately be admitted to hospital. Once

the injuries are conformed, or the person has spent more than 24 hours in hospital, then the accident must be reported as a major injury

Category 3: Accidents to employees resulting in more than three days consecutive absence

Category 4: Other accidents

These are the accidents, which more commonly occur in school. Procedure to follow:

- Always fill in the school accident book for minor injuries (including all bumps on the head). This is kept in the reception, library and exams office
- If a student has a bump on the head you must ring home and contact the parent/guardian for them to be collected and taken home
- Fill in the school accident book if the parent/guardian has to be sent for to take their daughter to the family doctor or to hospital for further treatment

Reporting School Accidents

Certain accidents arising out of or in connection with work are reportable to the Health and Safety Executive under the requirements of the Reporting Of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR). The following gives practical advice to schools on compliance with this duty.

It is not a complete statement of the duty.

Employee accidents (this applies to all school employees and self-employed persons on school premises)

Any accident to an employee resulting in a fatal or major injury must be reported to the HSE immediately by telephone. The details must be confirmed online within 7 days.

If the accident does not result in a fatal or major injury, but the employee is incapacitated from their normal work for more than three days (excluding the day of the accident) there is no need to telephone but the online form must be completed within 7 days of the accident

Student accidents (including accidents to any visitors not at work)

Fatal and major injuries to students on school premises during school hours must be reported in the same way as those to employees. However, injuries during play activities in playgrounds arising from collisions, slips and falls are not reportable unless they are attributable to:

- The condition of the premises (for example, potholes, ice, damaged or worn steps etc.)
- Plant or equipment on the school premises
- The lack of proper supervision

Fatal and major injuries to school students occurring on school sponsored or controlled activities off the school site (such as field trips, sporting events or holidays in the UK) must be reported if

the accident arose out of or in connection with these activities, by phoning 0345 300 9923 (RIDDOR)

Near misses

Part of ensuring the premises are a safe environment is to ensure that potential accidents do not occur. An accident is defined as an unplanned, unexpected and undesired event which occurs suddenly and causes injury or loss. A near miss is an unplanned event that has the potential to cause injury or loss.

- Ensure you understand MIGSG policies and objectives
- Know the emergency arrangements of MIGSG
- Ensure you understand the control measures, specified in the school's procedures and risk assessments
- Ensure you have received suitable information, instruction and training in the task you are carrying out
- Ensure you wear all personal protective equipment that is specified for the task you are to carry out
- Staff are required to log any near misses in the 'near miss book' which is kept in the exams office (room 402)

Monitoring the Accident/Incident Book

The Health and Safety Coordinator will analyse and report on the accident/incident book on a termly basis to SLT

EDUCATIONAL VISITS POLICY AND GUIDELINES

PLANNING THE VISIT

- What is needed for planning a trip?
- Discussion in the department about the aims and objectives of the trip
- Go through the Health and Safety Issues
- Decide on the student to staff supervision ratio (suggested 1:15. However for theme parks this is 1:10 and for trips abroad 1:8)
- **Decide who is going to organize the trip.** – This includes the venue, coach, seeking permission of the Acting Headteacher, informing the cover coordinator and the members of staff/parents who you want to accompany you. Finding out if there is a facility for prayer – **see appendix 1**
- Sending Health and Safety form to the venue and seeking approval and parental consent. Seek permission from the Acting Headteacher at least 10 working days before the trip. Visits abroad or those that will carry a higher risk must be authorized by the Trust Health and Safety Committee
- **Health and Safety Information from the Venue** – you may wish to visit the venue beforehand, but this visit should take place in your own time.
- Do a risk assessment – **see appendix 2 for example**
- The organizer may wish to send home a letter to parents containing information about the venue and the expected behavior of their daughters. This is recommended for trips like theme parks when poor behavior might result in accidents. On certain trips i.e. adventure trips or those abroad, you might also advise parents for the need for extra insurance cover.
- On the day of the trip, the organizer should brief students on expected behavior and any Health and Safety Issues
- All serious incidents/accidents should be reported as soon as possible to the Acting Headteacher who will contact the relevant Trust Convener and parents as soon as possible.
- Staff are asked to complete a simple trip evaluation form once they return to school after completing their trip – this is attached to the risk assessment so that improvements can be made if the trip is repeated – **see appendix 3**

Appendix 1

The most important aspect of any trip for students at MIGSG is that they are safe. Therefore the first consideration when arranging a visit is to consider the risk to students. The risk assessment must be completed and signed by the Health and Safety Coordinator before a letter is sent home.

Every trip must have a first aider and a Muslim member of staff.

CHECKLIST

Please complete this section before going any further with the organization of a trip			
	Y	N	N/A
Name of department Name of organiser			
Has the date been checked by MM or ES in her absence? Signature (Please do not make any further arrangements until this part has been completed)			
Has discussion in the department about the aims and objectives of the trip taken place? Please list reason			
What are the costs of the trip? Coach Entry to event What is the charge you are making to students? Are the accompanying teachers' costs covered by the amount charged to the students? Does the charge cover the cost of the trip? If in deficit please explain reasons			
Has permission been given for the trip to take place by Acting Headteacher? Signature (Please do not make any further arrangements until this part has been completed)			
This section to be completed after Acting Headteacher permission granted	Y	N	N/A
Go through the Health and Safety issues, decide on the student to staff supervision ratio No of students:			

No of staff needed: Suggested 1:15, however for theme parks 1:10, trips abroad 1:8 (Legally it is 1:25 so in some circumstances i.e. theatre trip when students are being taken into the theatre by coach then offloaded straight into the theatre, it can be higher than 1:15)			
Has a risk assessment been produced?			
Has a risk assessment from the venue been obtained?			
Is there a first aider on the trip?			
Is there a Muslim member of staff on the trip?			
Have you asked the venue if there is place for prayer?			
If students will not be in at lunchtime have you informed the lunchtime provider?			
Under equal access has the needs to all students been taken into account? Please specify			
Has a list been made of students with medical conditions? Please list			
Have you checked if any students are not allowed to have photographs taken?			
Who is the staff member designated to take photographs by DSL?			
Has the risk assessment been signed by Health & Safety Coordinator? Signature (Please do not make any further arrangements until this part has been completed)			
For after school events are student staying behind in school? Please remember: 1. They are not allowed to leave the premises unless going home 2. They should be reminded to bring something to eat as staff will not be going out to buy food 3. They have to be supervised at all times 4. A list should be made of the names of students who are staying in school and the staff who are supervising them			
Letter home should contain: 1. Any clothing requirements 2. Inform students if they are required to bring food and/or drink 3. Parental permission slip 4. Request for medical information ES will only proof read letters with this document attached			
Names of adults (parents/non-teaching staff) to accompany Have all appropriate safeguarding checks been made by YK. Signature			

APPENDIX 2 (please remove examples and complete as appropriate)

**NAME OF TRIP
NAME OF ASSESSOR**

DATE OF ASSESSMENT

AREA OF RISK	LEVEL OF RISK <i>High, medium, low</i>	CONTROL MEASURES IN PLACE	ADDITIONAL CONTROL MEASURES
<i>Journey by train/bus/coach etc.</i>	<i>Low</i>	<i>Seatbelts are used where provided Count students onto and off coach Give specific instructions to students about behaviour expected</i>	<i>Travelling Du'a to be recited before setting off</i>
<i>Walking around location</i>	<i>Medium</i>	<i>Supervision - travelling in groups no smaller than 4 students Remote supervision details where appropriate Members of staff responsible for groups</i>	
<i>Visiting location and activities planned</i>	<i>Medium</i>	<i>Follow specific instructions Follow information given by staff at location visited Specific instructions for lunch/prayer</i>	
<i>Students with medical conditions listed by name</i>	<i>Medium</i>	<i>List all student attending that have any medical conditions For more serious conditions e.g. diabetes/epilepsy copies of student individual risk assessments should be attached- copies given to each member of staff attending</i>	

ASSESSMENT AND ACTION PLAN

GDPR The school shares information about students to relevant people for the safety and well-being of students

CHECKED & APPROVED BY HEALTH AND SAFETY COORDINATOR _____ DATE _____

CONSENT OF HEAD TEACHER _____ DATE _____

PERMISSION OF DSL TO TAKE PHOTOGRAPHS _____ DATE _____

APPENDIX 3

TRIP EVALUATION FORM (to be completed by organizer of trip on return)

Did the trip go as planned?	YES/NO
If NO what went wrong?	
Did you make any adjustment to the original risk assessment?	YES/NO
If YES, what adjustment did you make and why?	
Did you report the adjustment to Health and Safety Coordinator?	YES/NO
Are there any aspects of the trip you would do differently next time?	<i>e.g. the tide was in so couldn't access the beach to carry out the planned activity</i>
Any other comments	<i>e.g. more supervision required</i>
Name of organizer: Signature: Date of trip:	

Please hand or email the completed form to Health & Safety Coordinator

Electricity

The main type of harm from electricity is electric shock, caused by coming into direct contact with an electrical conductor, such as the bare wires of an appliance while it's live. You can also be injured as a consequence of an electric shock: for example if you get a shock while changing a light bulb, you could fall off your ladder. Electricity can also cause electrical burns and fire. It is therefore very important that we take precautions when using electrical equipment.

Electrical Equipment

All electrical equipment used on site must have a PAT certificate. The school will endeavor to arrange for testing on an annual basis. Certification will be kept in the exam office in the fire risk file.

New equipment does not require a PAT certificate until the warranty has expired. All new equipment purchased by departments must be recorded on the department list for the test. This list should be available on request.

Equipment which is found to be faulty or has frayed wires must not be used. Any piece of equipment with a red 'failed' sticker cannot be used until it has been repaired.

Members of staff are reminded that equipment from home has not been PAT tested and cannot be used in school

Members of staff should carry out a visual check before plugging in any appliance

RISK ASSESSMENT

1. Introduction

Risk assessment is a way of measuring the hazards posed to staff, students and visitors to the school. Then ensuring all the above are able to work in safety.

Risk assessment is also a legal requirement under the Management of Health and Safety at Work Regulations. In addition, topic specific risk assessments are required by associated legislation for:

- Fire
- Manual handling
- Computer use
- Substances hazardous to health
- Noise
- Young persons
- New and expectant mothers
- Provision and use of work equipment
- Asbestos

In determining whether a hazard poses a high, medium or low risk, the assessor will need to take into account a number of factors:

- The nature of the activity being undertaken. Some activities are inherently more hazardous than others
- The nature of the people undertaking the activity. An activity perfectly safe for an adult might be unacceptable hazardous for a young student
- The worst result that the hazard could cause. Is it a broken toe, someone suffering long term illness, or even someone being killed?
- The frequency with which the hazard is likely to cause harm. How often does the activity take place? How close do people get to it? How likely is it that something will go wrong?
- The number of people who can be affected by the hazard. A loose floor tile in a storage cupboard might be considered a fairly low risk; a loose floor tile on a busy corridor would be a higher risk

2. Responsibilities

In an ideal situation the risk assessor should be a qualified person. However if there is no qualified person available (expertise could be bought in), then the HOD should carry out a risk assessment for their department on a yearly basis at the end of the year in July.

Employees are responsible for:

- Assisting with and participating in the process of risk assessment

Heads of Department are responsible for:

- Undertaking risk assessments, identifying and implementing control measures, effectively communicating the outcomes to employees and others as appropriate

Heads of Services are responsible for:

- Ensuring risk assessment for activities are undertaken, control measures identified and implemented, and the outcomes communicated to employees and others, as appropriate
- Ensuring that those that are tasked with completing risk assessments within departments are suitably trained to do so
- Ensuring that a suitable mechanism exists to communicate the safe systems of work identified as part of the risk assessment procedures
- Ensuring contractors on site comply with and obtain 'contractor risk assessment' and that the area they are working in is safe
- Making suitable representation to SLT if risk assessments identify an outstanding need which cannot be resourced within existing departmental resources

SLT are responsible for:

- Allocating resources in response to risk assessments completed within departments and determining a course of action should it be identified that a risk cannot be suitably controlled so far as is reasonably practicable
- Setting up frameworks for decision making and corporate strategies which incorporate risk assessment principles. This will ensure that decisions made take into account relevant risk factors

Health and Safety Department are responsible for:

- Giving competent advice on the suitability and sufficiency of risk assessments completed
- Providing training on risk assessment procedures on request by managers

3. Definitions

For the purpose of this policy the following definitions apply:

HAZARD: Something with the potential to cause harm

HAZARDOUS OUTCOME: A description of how someone could be hurt or damage could occur as a result of interacting with the hazard

RISK RATING: The overall judgement of the level of risk which may arise from the hazard, based upon the likelihood of the event occurring and the potential severity of the consequence

CONTROL MEASURE: Method used to reduce or control risks arising from identified hazards

RESIDUAL RISK: The level of risk remaining once control measures have been applied to reduce risks so far as is reasonably practicable

4. Hazard Identification



Line managers are responsible for making themselves aware of all routine and non-routine work activities (including any foreseeable emergencies) undertaken in their areas of responsibility.

Whenever possible, line managers should adopt a team approach to risk assessment and involve employees who have practical experience of the activity being assessed, as they often have the best awareness and understanding of the hazards involved with the activity and know how the activity is actually carried out



All hazards associated with each activity and all groups of persons who may be exposed to those hazards must be identified. Hazards can arise from the use of materials, substances, equipment and the location that the activity is carried out in.

To assist in hazard identification:

- Observe the task to be assessed and the environment that it is to be carried out in to identify what actually occurs
- Speak to and involve the employees who undertake the task
- Refer to any existing risk assessments
- Review incident reports and ill-health records relevant to the activity

- Refer to legislation, supporting approved codes of practice and Health and Safety Executive (HSE) guidance documents

Groups of persons who may be exposed to the hazards can include:

- Employees
- Members of the public
- Service users
- Visitors
- Passers by
- Contractors
- Cleaners etc.
- Any groups that may possibly be more vulnerable such as:
 - People with disabilities
 - People with existing medical considerations
 - New or expectant mothers
 - Young persons (under 18s)

Should be highlighted as they require individual assessment

It is particularly relevant within a school environment to consider students as part of the risk assessment process, the potential impact of activities upon them, with a view to the supervision arrangements which are in place to ensure their Health and Safety

The risk associated with hazards such as 'inadequate supervision' and/or 'lone working' should also be closely considered as part of the risk assessment for employees

Each area of the school needs to be assessed individually, i.e. room 402. This is to be carried out by the main user of the area, i.e. gym would be assessed by the PE teacher. This will give an indication of the level of risk and control measures in place. A copy of the individual room risk assessment should be kept in each room.

5. **Risk Evaluation and Estimation**

Once hazards associated with activities have been identified, it becomes necessary to establish what the potential hazard outcomes or events could be associated with the hazard

When identifying who could be harmed, identify how they could be harmed

The next stage is to examine **the likelihood** of a hazardous event occurring. Infrequently occurring hazards, present less risk than frequently occurring hazards

Once likelihood has been determined the probable **consequence** of the hazardous event, should be considered. Consequences can be considered in terms of severity of potential injury (is it probable that a person would die or sustain minor injuries). But consequence can also be considered in broader terms, including reputational consequences

For the purpose of illustration a five point model is suggested below:

Likelihood	Consequence
5 – Very likely	5 – Catastrophic
4 – Likely	4 – Major
3 – Fairly likely	3 – Moderate
2 – Unlikely	2 – Minor
1 – Very unlikely	1 – Insignificant

The risk estimation process helps to determine the significance of the risks associated with the hazards. The number of people who may be affected is a relevant consideration during risk estimation.

The risk matrix shown here illustrates how risks can be evaluated using the five point model

Likelihood	Consequences				
	Insignificant (Minor problem easily handled by normal day to day processes)	Minor (Some disruption possible, e.g. damage equal to \$500k)	Moderate (Significant time/resources required, e.g. damage equal to \$1million)	Major (Operations severely damaged, e.g. damage equal to \$10 million)	Catastrophic (Business survival is at risk damage equal to \$25 Million)
Almost certain (e.g. >90% chance)	High	High	Extreme	Extreme	Extreme
Likely (e.g. between 50% and 90% chance)	Moderate	High	High	Extreme	Extreme
Moderate (e.g. between 10% and 50% chance)	Low	Moderate	High	Extreme	Extreme
Unlikely (e.g. between 3% and 10% chance)	Low	Low	Moderate	High	Extreme
Rare (e.g. <3% chance)	Low	Low	Moderate	High	High

Risk assessment is the overall judgement of the level of risk arising from the hazard, based upon the **likelihood** of the hazard occurring and the potential severity of the **consequence**, taking into account existing risk control measures that are already established to be in place to reduce/control the risk. Using the risk matrix as a guide, the level of risk should be assessed to identify the **risk rating**

Likelihood	Description
Very Likely	Expected to occur in most circumstances
Likely	Will probably occur in most circumstances
Possible	Might occur at some time
Unlikely	Not expected but conceivable, could occur sometime
Very Unlikely	Not expected and would only occur in exceptional circumstances

Consequence	Description
Catastrophic	Fatality or multiple fatalities due to injuries. Severe illness which may prove fatal
Major	Probable major injury as defined in the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR) May affect more than one person, could have significant reputational implications
Moderate	A >7 day injury, dangerous occurrence or reportable disease as defined in RIDDOR. Likely to be productivity issues and costs associated with down time
Minor	Injury resulting in an absence from work or being unable to undertake normal duties for >1 but <3 days
Insignificant	Injury resulting in no absence from work or being unable to undertake normal duties for <1 day

Once the matrix has been used to determine the risk rating, it is then possible to use the following table to establish the appropriate actions required:

Risk Rating	Descriptor	Acceptable?	Actions
16-25	Prohibited	Unacceptable	Work should not be started or continued until the risk has been reduced. Additional risk control measures required
12-15	High	Likely to be unacceptable	Often high risks can be reduced by improving controls High risks may be acceptable in situation where consequences are potentially higher but the likelihood of incidence has been reduced significantly
6-10	Medium	Could be acceptable	Medium level risks are likely to be acceptable, if suitable controls are in place
1-5	Low	Likely to be acceptable	Low risks are acceptable unless there are low cost solutions which removes the risk and improves the working environment

6. Risk Control

The assessor will need to identify what precautions have already been put in place to protect staff, students and visitors against the identified risks. The Health and Safety at Work Act 1974 requires employers to do whatever is reasonably practicable to keep the workplace safe and healthy.

The objective is to achieve continuous reduction in the level of risk by improving existing precautionary measures

All staff have a duty:

- To cooperate with safety representatives in the fulfillment of the objectives of the school's Health and Safety policies and their responsibilities under the Health and Safety at Work Act to comply with safety rules and procedures laid down in their area of activity
- To take reasonable care to avoid injury to themselves and others by act or omission whilst at work
- To use such protective clothing or equipment as may be provided
- To report all dangerous occurrences promptly

Suitable and sufficient risk control measures will be identified and implemented to ensure that all risks are appropriately controlled and meet legal requirements as a minimum. All risk control measures will follow the hierarchy of risk control stated in this procedure

Risk control measures are methods used which reduce/control risks arising from the hazard

Control measures must take into account any relevant legal requirements which establish the minimum levels of risk control. Where additional control measures are required to reduce the risk, they should be considered according to the order in the following hierarchy of risk control which, as well as being in order of effectiveness to control risks, is also in order of the minimum amount of managerial effort required to maintain them

Hierarchy of risk control

Eliminate the risk	Avoid the risk altogether by removing the hazard or no longer undertaking the activity
Substitute the risk	Reduce the risk by replacing the hazard or activity with one which entails a lower risk
Control the risk (physical)	Control the risk by physical isolation or separation of people from the hazard
Control the risk (procedural)	Control the risk by procedural methods which are understood and effectively implemented such as safe systems of work, information, training, instruction, supervision etc.
Protect the individual	Protect the individual by the provision of personal protective equipment

When considering additional control measures it should be ensured that they will not introduce any new hazards

When the control measures have been identified and agreed they must be prioritized, placed into an action plan and implemented. The action plan need to be clear about exactly what needs to be done, when and by whom with **SMART** objectives (Specific, Measurable, Achievable, Realistic and Timed). Where full implementation of the control measures identified cannot be achieved rapidly adequate steps may need to be taken in the interim to minimize the risk

The implementation of the action plan must be monitored and subsequently reviewed to ensure that the remedial actions identified have been, and continue to be, adequate, appropriate and implemented.

7. **Hazards without control measures**

Where hazards have been identified and risks assessed but no control measures have been established, the following questions need to be addressed:

- Can the hazard be eliminated altogether?
- If not, what control measures can be put in place to reduce the risk to a minimum?
- Can the hazard be controlled at source?
- Can the work be adapted to suit the physical capabilities of the students?
- Can the use of technology reduce the risk?
- Can steps be taken to protect the whole place from the hazard?
- If all else fails, can personal protective equipment reduce the risk to individuals?

8. **Communication**

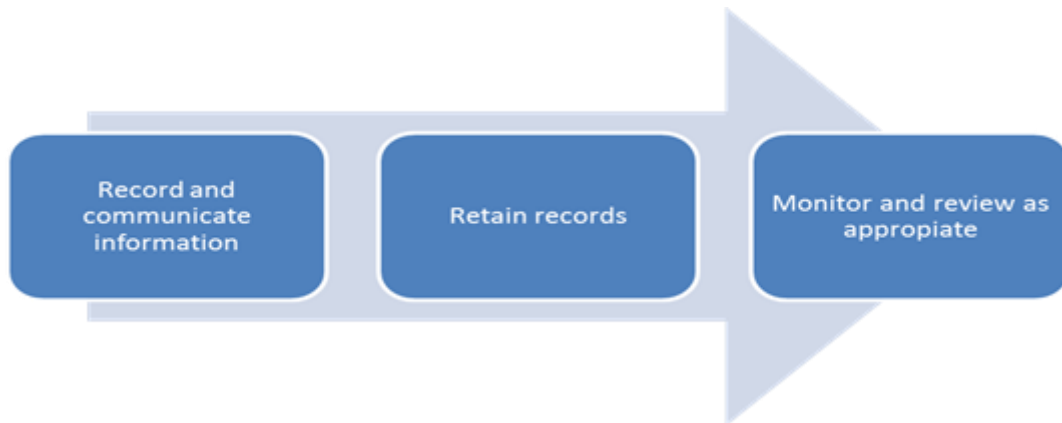
Relevant information identified in the risk assessment regarding the hazards, their associated risks to health and safety and the appropriate risk control measures must be effectively communicated, and be readily accessible to, employees and others as appropriate



Where significant risks are identified, the risk assessment must be recorded on the school risk assessment form and be readily accessible to the employees undertaking the activities and others (e.g. contractors) as appropriate

Managers need to ensure that the findings of the risk assessments and the precautions to be taken are effectively communicated to, understood and implemented by those persons covered in the assessment

9. Record Keeping



Risk assessments and associated documents must be kept for a minimum period of 4 years from the date which they are superseded as they may be required in the event of a litigation claim for compensation (note that claims for compensation can, generally, be made up to 3 years from the date of the incident occurring). It should be noted that risk assessments which relate to the use of substances may need to be kept for 40 years, in order to trace for exposure to substances which are known to have ill effects e.g. asbestos

10. Monitoring and review

The risk assessment and control process is not a one-off activity but part of the process for continuous improvement and should be reviewed and revised as appropriate

Risk assessments must be reviewed:

- If there has been a significant change in the matters to which it relates
- If there is a reason to suspect that it is no longer valid
- At least annually



11. Further reading

As mentioned in the introduction there are a number of supplementary regulations which include a specific requirement for risk assessment. Separate policies have been developed for the following regulations, which are available on the HSE website:

- Control of Substances Hazardous to Health Regulations 2002 (COSHH)
- Display Screen Equipment Regulations 1992
- Electricity at Work Regulations 1989 (Testing and Inspection of Portable Electrical Equipment) (PAT testing)
- First Aid at Work Regulations 1981
- Fire Safety Reform Order 2005
- Control of Asbestos Regulations 2006

A separate health and safety policy has not been produced for every set of regulations which requires a risk assessment to be in place. In most instances the requirements of specific legislation can be incorporated into one risk assessment document. However, it may be necessary to consult specific approved codes of practice in some cases

Summary

- Evaluate risks and control measures – check that existing control measures are adequate to control the risks. If not new control measures must be introduced
- Ensure all findings are recorded. The identification of hazards and people at risk, the assessment of that risk and the introduction of control measures must all be properly documented
- Review assessments – assessment must be reviewed annually and whenever there is a significant change in the working environment

Following new legislation a Fire Risk Assessment has to be kept separately

USE OF LADDERS

FALLS FROM HEIGHT ARE THE MOST COMMON CAUSE OF FATAL INJURY AND THE SECOND MOST CAUSE OF MAJOR INJURY

WHEN WORKING AT HEIGHT IN THIS SCHOOL A LADDER IS MANDATORY, DO NOT USE A CHAIR OR A TABLE

The following is according to advice from the Health and Safety Executive (HSE)

- Any person under the age of 21 will be sent for ladder training before being allowed to climb ladders in school
- Any person over the age of 21 will be deemed to have the necessary experience to be able to follow the guidelines without further training
- Before climbing the ladder, check that the ladder itself is in good working order, should any concerns be raised do not climb the ladder and report to Health and Safety Coordinator
- Any ladder higher than a 5-rung stepladder cannot be used without another person to supervise
- Before climbing the ladder, ask yourself 'am I fit to work at height?' before moving on to assess the ladder
- Make sure your belt buckle (or navel) stays within the stiles (vertical sides) to prevent toppling
- When not climbing keep both feet on the same rung throughout and always maintain three 'points of contact' with the ladder
- Do not carry anything heavier than 22lb
- Only work on a stepladder for 15 to 30 minutes at a time
- **NO STUDENT IN THE SCHOOL IS ALLOWED TO WORK AT HEIGHT**

LONE WORKING POLICY

1. Policy Statement

Where the conditions of service delivery or its associated tasks require staff to work alone, both the individual staff member and management have a duty to assess and reduce the risks which lone working presents

This policy should be read in conjunction with the main safer working practice policy and the relevant Health and Safety policies

2. Purpose

This policy is designed to alert staff to the risks presented by lone working, to identify the responsibilities each person has in this situation, and to describe procedures which will minimize such risks. It is not intended to raise anxiety unnecessarily, but to give staff a framework for managing potentially risky situations

3. Scope

This policy applies to all staff who may be working alone, at any time, in any of the situations described in the definition below

4. Context

The school accepts that there are times outside of school hours when a member of staff will be on the premises alone. The school has a commitment to the provision of appropriate support for staff a clear understanding of responsibilities the priority placed on the safety of the individual over property a commitment to providing appropriate training for staff

Equipment such as mobile phones, personal alarms and torches will be made available as appropriate

SCHOOL ACCESSIBILITY POLICY

1. Introduction

The plan is drawn up in accordance with the planning duty in the Disability and Equality Act 2010 (DEA) as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in 'accessible schools: planning to increase access to school for disabled students' issued in July 2002

2. Definition of disability

Disability is defined in the DEA:

'A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities'

3. Key Objectives

- To reduce and eliminate barriers to access the curriculum and to full participation in the school community for students and prospective students with a disability
- The Equality Act also provides rights for people not to be discriminated against or harassed because they have an association with a disabled person. This can apply to a carer or parents of a disabled person. In addition, people must not be directly discriminated against or harassed because they are wrongly perceived to be disabled

4. Principles

Compliance with the DEA is consistent with the school's aims and equal opportunities policy and the operation of the school's SEN policy

The school recognizes its duty under the DEA, as amended by the SENDA

- Not to discriminate against disabled students in their admissions and exclusions and provision of education and associated services
- Not to treat disabled students less favourably
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage
- To publish an Accessibility Plan
- In performing their duties, Trustees and staff will have regard to the DRC code of practice (2002)
- The school recognizes and values parents' knowledge of their daughter's disabilities and its effect on her ability to carry out normal activities and respects the parents' and child's right to confidentiality

The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles, and endorses key principles in the National Curriculum Framework which underpin the development of a more inclusive curriculum

- Setting suitable learning challenges

- Responding to students' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of students

5. Activity

This section outlines the main activities which the school undertakes and is planning to undertake to achieve the key objective (above)

- a) **Education and related activities** – the school will continue to seek advice of education professionals and appropriate health professionals
- b) **Physical environment** – the school will take account the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes and more accessible facilities and fittings
- c) **Provision of information** – the school will make itself aware of local services for providing information in alternative formats when required or requested

Slips, Trips and Falls

THE MOST COMMON CAUSE OF MAJOR INJURIES AT SCHOOL.

95% OF MAJOR SLIPS RESULT IN BROKEN BONES

Slips, trips and falls are an unfortunate occurrence of day-to-day life and often seen as a humorous event, but this is far from the truth.

By taking a few simple precautions, you can significantly reduce the risks:

- Make sure you know what to do with spillages
- Make sure that leaks are reported as soon as identified
- Play your part in cleaning regimes and schedules
- Keep work area tidy
- Choose appropriate footwear for tasks you are undertaking or area in which you are working
- Check that floor surfaces are in good condition and report defects
- Human behavior and attributes can affect the risk of a slip or a trip
- Environment, lighting, noise, weather conditions

Stress

If you think you are suffering from stress talk to your line manager in the first instance then to your GP

- Try to avoid eating on the run or avoiding meals altogether
- Taking care of yourself physically will enable you to deal with stress related problems more efficiently
- A balanced diet, moderate exercise and adequate sleep will all help
- Do not be embarrassed to seek professional help

To manage stress effectively, you need to address six key areas of work design:

1. **DEMANDS** – Work load, work environment, work patterns
2. **CONTROL** – How much say the individual has in the way work is planned
3. **SUPPORT** – Are encouragement and resources provided by SLT and colleagues
4. **RELATIONSHIP** – Do you have positive ways to avoid conflict and deal with unacceptable behavior
5. **ROLE** – Do people understand their role within the organization and does the organization ensure that people don't have conflicting roles
6. **CHANGE** – How is organizational change managed and communicated within the organization

Find out how the organization is performing in these six areas and compare it with what recognized with good practice. This will help you to identify potential problem areas and sources of stress

Trainees and Work Experience

Any person who comes into school as a trainee or work experience placement must follow the schools induction policy and be made aware of all Health and Safety issues relevant to the areas they are working in

Violence and Aggression

The school operates a zero tolerance policy

- If you are the victim of violence or aggression, report it to your line manager immediately
- Do not respond to violence or aggression with violence or aggression. You will only make matters worse. Be maintaining a calm but assertive approach you will remain in control
- If you are responsible for banking cash, bank frequently and always vary your route or travel time to the bank
- If you have to meet a parent who you know has aggressive tendencies always ensure you are accompanied

SHARPS POLICY

RELEVANT LEGISLATION	<ul style="list-style-type: none"> • A stated objective of MIET in its Health and Safety Policy is to ‘comply with the provisions and requirements of the Health and Safety at Work etc. Act 1974 and subordinate legislation and other statutory provision’ • The Management of Health and Safety at Work Regulations requires employers to carry out suitable and sufficient risk assessments for all activities • The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR) requires employers to notify their enforcing authority in the event of an accident at work to any employee resulting in death, major injury or incapacity for normal work for three or more days. This includes any act of non-consensual physical violence done to a person at work • The Provision and Use of Work Equipment (PUWER) Regulations 1998 require employers to ensure that risks to people’s health and safety, from equipment that they use at work, to be prevented or controlled • Safety Representative and Safety Committees Regulations 1997 (a) and the Health and Safety (consultation with employees) Regulations 1996 (b) requires employers to inform, and consult with, employees in good time on matters relating to their health and safety. Employee representatives, either appointed by recognized trade unions under (a) or elected under (b) may make representations to their employer on matters affecting the health and safety of those they represent • The main requirement of the Personal Protective Equipment Regulations (PPE) 1992 is that personal protective equipment is to be supplied and used at work wherever there are risks to health and safety that cannot be adequately controlled in other ways • MIET also has a moral duty of care for its employees and others who may be affected by its activities and operations
PURPOSE AND SCOPE	To ensure that all personnel are provided with adequate information, instruction and training regarding the hazards and precautions to be taken when dealing with sharps. This guidance applies to all those who may have contact with sharps whilst undertaking their work or have line management responsibility for anyone who may have contact with sharps whilst undertaking their work
DEFINITIONS	‘Sharps’ is the term for objects at work that can graze, cut or puncture the skin. E.g. knives, broken glass, needles etc.
TYPE OF INJURY	<p>A sharp injury/contamination incident includes:</p> <ul style="list-style-type: none"> • Inoculation of blood by a needle or other ‘sharp’ (e.g. HepB, HepC, HIV) • Contamination of broken skin with blood (cuts or grazes) • Blood splashes to mucous membrane e.g. eyes or mouth • Swallowing a person’s blood e.g. after mouth-to-mouth resuscitation • Contamination where the individual has an open wound and clothes have been soaked by blood • Bites (where the skin is broken e.g. tetanus)
PEOPLE AT RISK	<p>Staff, students, visitors to site and contractors</p> <p>Direct exposure can happen through accidental contamination from discarded</p>

	<p>needles. This actual risk of infection depends on:</p> <ul style="list-style-type: none"> • If the needle user was injected with hepatitis or HIV viruses • How much infected material enters the bloodstream – a needle attached to a syringe containing blood is likely to be a higher risk than a detached needle • How infective the needle is <p>Not all exposure results in infection</p>
RISK ASSESSMENT	<p>Trustees must ensure that a suitable and sufficient risk assessment is carried out in order to:</p> <ul style="list-style-type: none"> • Determine the hazards and associated risks when dealing with sharps • Assess how likely it is that sharps injuries could occur and decide if existing precautions are adequate or whether more should be done • Factors to consider include: <ul style="list-style-type: none"> ○ Potential frequency and scale of contact with sharps ○ Number of employees likely to come into contact with sharps ○ Any existing incidents and information that can be learned • Identify specific hazards associated with retrieval and disposal of sharps • Identify and implement control measures to reduce the risk of injury to the employee and/or others • Establish a written safe system of work for dealing with sharps • Regularly review the above systems and monitor incidents <p>Please note at present there are only three students who should come into contact with sharps in the form of needles – these are for their diabetes and are kept on their person – the sharps bin is in the Nurses Room for disposal of used needles</p>
CONTROL MEASURES	<p>The following is a list of control measures which you may wish to incorporate into your risk assessment – this list is not exhaustive:</p> <ul style="list-style-type: none"> • Provision to appropriate equipment for handling and disposing of sharps e.g. tools for picking up needles (e.g. pincer tools, tongs, litter picker, tweezers, yellow biological hazard containers etc.) • Ensure only competent employees undertake the retrieval of sharps • Supply appropriate cleaning materials (e.g. dust pan and brush for broken glass, tongs/pincers for needles etc.) are available where appropriate • Ensure that employees understand the risks through proper information/instruction, training and supervision • Ensure that emergency procedures are communicated to all employees • Inform employees on the correct disposal procedure for sharps • Ensure accident/incident reporting forms and procedures are followed • Contacting Occupational Health for advice at any stage • Provision of adequate first aid equipment including clean water and/or sterile wipes for cleaning wounds and a supply of sterile, waterproof, adhesive dressings • Main entrance to school checked for sharps on a daily basis <p>Ensure relevant employees are provided with appropriate PPE (gloves with a higher degree of puncture resistance, puncture/cut resistant clothing to protect limbs etc.)</p>
SPECIAL CONSIDERATION	<p>The risk of first aiders being infected whilst carrying out their duties is small. There has been no recorded case of HIV or Hepatitis being passed on during</p>

FOR FIRST AIDERS	<p>mouth-to-mouth resuscitation</p> <p>The following precautions can be taken to reduce the risk of infection:</p> <ul style="list-style-type: none"> • Cover any cuts or grazes on your skin with a waterproof dressing • Wear suitable disposable gloves when dealing with blood or any other body fluids • Use suitable eye protection if possible • Consider your own safety, assess the situation and if applicable, use devices such as face shields when you give mouth-to-mouth resuscitation, but only if you have been trained to use them (i.e. are a trained first aider – there is very little risk of transfer if all items of PPE are used) • Wash your hands after each procedure <p>It is not normally necessary for first aiders to be immunized against HepB unless the risk assessment indicates that it is appropriate/recommended</p>
TRAINING	<p>Staff training on sharps and their potential harm should include the following issues (this list is not exhaustive)</p> <ul style="list-style-type: none"> • Awareness of infectious diseases • Precautions to be taken • Common hiding places • Safe handling and disposal procedures • Emergency procedure • Practical demonstrations <p>Records should be kept of staff training attendance</p>
ACTION FOLLOWING A PUNCTURE WOUND	<ul style="list-style-type: none"> • Encourage the wound to bleed • Do not suck the wound • Rinse thoroughly under running water (do not scrub) • If water is not available, cleansing wipes provided in first aid kits should be used • Cover the wound with a dry plaster/dressing • Report incident to Local Health Authority • Formally record the incident on DCC accident/incident form, including details of the action taken • Seek medical advice • Ensure sharp is disposed of safely into a sharps container
DISPOSAL OF SHARPS	<ul style="list-style-type: none"> • Be alert – look for obvious needles before handling waste • Always wear suitable gloves – even when using tools to move needles (gloves should not be relied upon to give total protection) • Use a pincer tool/tweezers etc. to pick up needles • Place needles in a sharps box – take the sharps box to the needle, not the needle to the sharp box (where possible) • Try to out the sharps box on an even surface before opening it to deposit the needle • Do not overfill sharp boxes or try to push the contents down • Before disposal, seal boxes and dispose of in accordance with your workplace instructions • Inform line managers of any needles found as soon as possible

USE OF LIFTS

The school has two lifts.

They are not for general student or staff use.

It may be used by any student/staff member with a disability or any with an injury that impairs mobility e.g. broken ankle.

They may bring one other person only with them to help with carrying books etc.

A member of staff will also be required to travel in the lift with the students.

A student who has a disability (temporary or long-standing) must be in possession of a 'LIFT PASS' and these passes will only be provided once a risk assessment has been carried out by the Health and Safety Coordinator for the individual student.

The 'LIFT PASS' will also need to be accompanied by a plan for the relevant members of staff to be available when the student needs to move between floors.

This lift may also be used for delivery of goods to any part of the upper building, taking into account the maximum weight allowance as specified inside the lift.

In case of fire no person should attempt to use the lift and should exit the building, via the nearest emergency exit, as quickly as is possible.

Where there is a disabled or injured student, the supervising teacher should accompany this student to the exit.

Students and staff are expected to use the stairs at all other times unless they have specific medical/physical issues that prevent them from doing so.

LINKED POLICIES AND DOCUMENTS

This plan will contribute to the review and revision of related school policies:

- School Improvement Plan
- CPD
- Buildings Plan
- SEN Policy
- Equal Opportunities Policy
- Curriculum Policy
- Literacy Policy
- EA Action Plan

This plan has links to the following documents:

- Fire Drill Book
- Risk Assessment
- Fire Risk Assessment
- Legionella Risk Assessment
- Asbestos Management Plan
- PAT Testing Records
- Checklists for:
 - Daily fire exit check
 - Fire call point check
 - Emergency lighting check
 - Fire extinguisher check
 - Fire door checks
 - Accident/illness records
 - Fire extinguisher training records
 - Appointed persons first aid training records
 - Water testing records
 - Water temperature records
 - Asbestos register and review
 - Ladder checks
 - Shower flushing check records
 - Shower head sterilization checks
 - First Aid Kit contents check