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*1.0 - Health and Safety introduction

Overall responsibility for health and safety within the school is that of Ms H WOODCOCK (Headteacher) & Mr J HESKETH (Chair of Governors)

Day to day responsibility for ensuring this policy is put into practice is delegated to Mr R Lorusso Health & Safety OFFICER.

To ensure health and safety standards are maintained/improved, the following people have responsibility in the following areas:

Name Responsibility	Name Responsibility
Ms H Woodcock: Headteacher Mr D Royles: Deputy Headteacher Mr P Saunders: Deputy Headteacher Mr C Stone: Assistant Headteacher Mr J Warren: Assistant Headteacher Mr E Dyke: Associate Asst Headteacher Mrs S Daly: Associate Asst Headteacher Mrs H Thompson: Associate Asst Headteacher Mr R Keyworth: Head of Sixth Form Mrs L Sagar: Director of Finance	Mrs A McLurg: Director of Studies: Arts Mrs G Brown: Director of Studies: English Mr A Binns: Director of Studies: Maths Mr Shuttleworth/Mrs Bowman: Curriculum Leads: MFL Miss H Thorp-Greenwood: Director of Studies: Science Mr A Otway: Dir of Studies: Humanities Mr R O'Sullivan: Acting Dir of Studies: Sports Mrs A-M Phelps: Dir of Studies: Technology Ms L Warburton: Dir of Studies: Social + Computer Sciences
Name Responsibility	Name Responsibility
Mr R Lorusso: Projects & Premises Bus Mgr / Health and Safety Ms H Rogers: First Aid & Health Manager Mr O Watson: Acting Site Team Lead Mr E Dyke: School Transport	Mr S Ashburn: Executive Chef Mr J Lyons: Sports Centre Manager Mrs M Horberry: Community Partnership Officer Bulloughs Cleaning Services Ltd

*2.0 - Health and Safety Policy

Please find the 2022-23 Health and Safety Policy on the teams link below.

Health and Safety Policy - 2022 - 2023

*3.0 - Asbestos Management at Rossett School

3.1- What is Asbestos

Asbestos is a naturally occurring fibrous material that has been a popular building material since the 1950's. It is used as it works as a good insulator, (to keep in heat and keep out cold), has good fire protection properties and protects against corrosion.

Because asbestos is often mixed with another material, it's hard to know if you're working with it or not. But, if you work in a building built before the year 2000, it's likely that some parts of the building will contain asbestos. It is found in many products used in buildings including: ceiling tiles, pipe insulation, boilers and sprayed coatings.

3.2 Common uses & Hazard Levels

Sprayed coating - Fire protection on structural supports (eg columns and beams) - It is a high hazard asbestos product and can generate very high fibre levels if disturbed.

Pipe Insulation - Asbestos thermal pipe lagging is a high hazard asbestos product.

Asbestos insulating board (also referred to as AIB) ceiling and door panels - AIB is a high hazard asbestos product and can generate high levels of fibres if the board is cut or drilled.

Floor tiles - Vinyl (PVC) or thermoplastic tiles contain asbestos.

3.3 Who manages the asbestos at Rossett?

The Health and Safety officer (Roberto Lorusso) and the site team are responsible for Asbestos management at Rossett School.

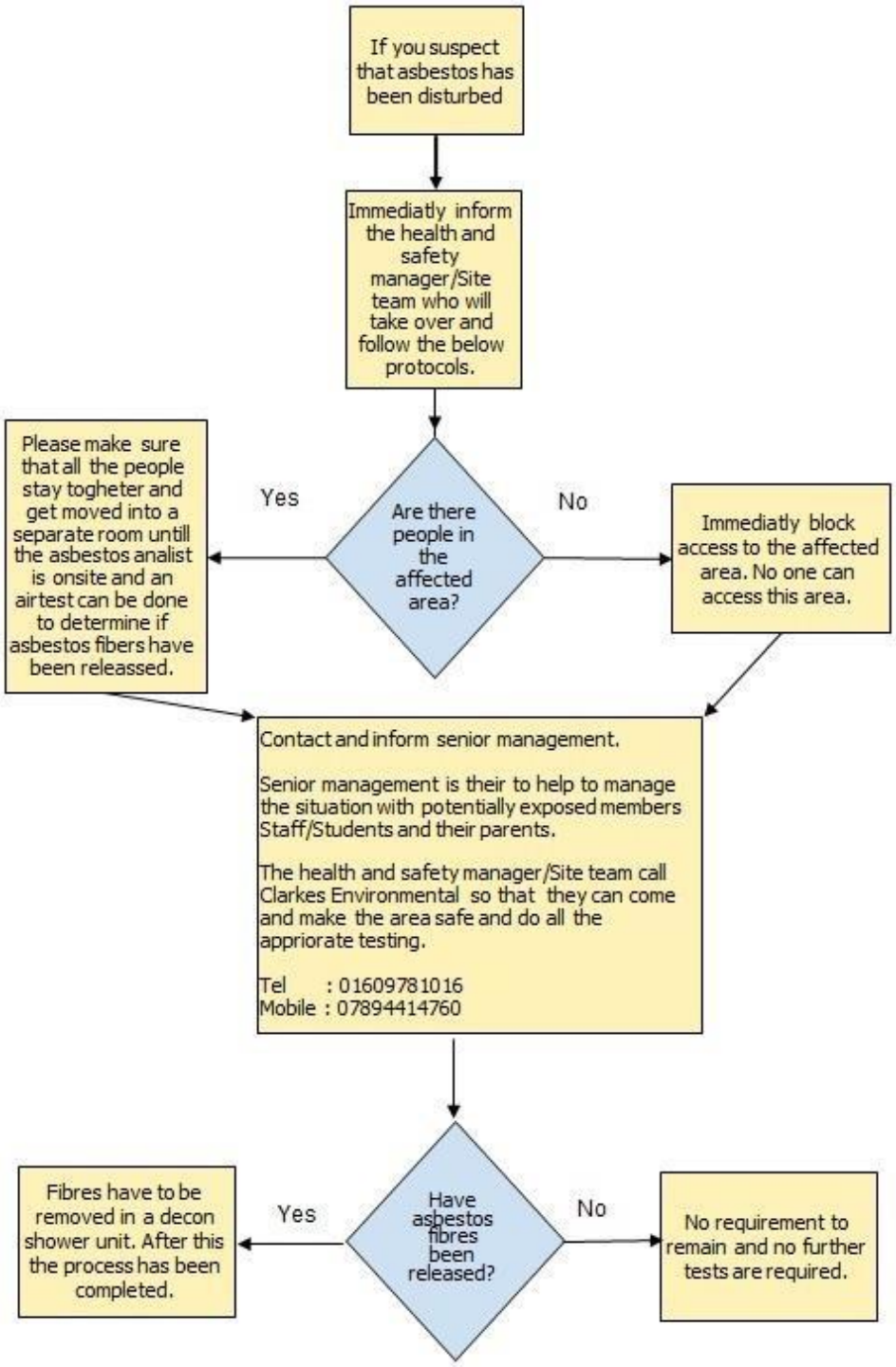
3.4 Guidelines for staff to follow

It is important to note that there are numerous areas throughout the school which contain asbestos. These have been correctly dealt with and are fully encapsulated so do not pose a risk to your health or those of the students; as long as they remain undisturbed. Therefore the overarching philosophy behind the actions required to maintain a safe working environment are based on ensuring that the asbestos remains undisturbed and therefore ALL staff must adhere to the following procedures:

- **Do not** lift any ceiling tiles as these are a potential backup to the encapsulation process.
- **Do not** stick drawing pins into anything other than a proper notice board as these puncture the paint work that can be part of the encapsulation system.
- **Do not** use sellotape on walls or ceilings as this is a strong adhesive which can remove paint that can be part of the encapsulation system.
- **Do not** undertake any DIY type activities that affect the structure of the school

- **Do** use blue-tack or post it notes if you need to fix things to the wall in areas where there is no noticeboard
- **Do** report any damage to the classroom immediately to the site team or the health and safety officer so they can assess whether asbestos has been exposed.
- **Do** continue to be imaginative in your teaching, both the site team and the health and safety officer are more than happy to help out, but they must be consulted before any action is taken to ensure any possible risk to safety is prevented.

3.5 Asbestos Emergency Procedure



*4.0 - Near miss Process and Reporting

"A **near miss** is an unexpected, unplanned, random event which does not result in injury or damageto property. An **accident** on the other hand does have a direct result e.g. injury or damage to property. A **hazard** is something with the potential to cause harm". (Accidents are reported in the Accident Book maintained in the First Aid office and hazards are reported to the site team.)

"Research has shown that a system of comprehensive near miss reporting is essential if we are to develop a positive safety culture and reduce the likelihood and severity of injury accidents"

To assist in judging whether you might have had a near miss the following 12 categories have beendetermined:

1. Slipping or tripping on the same level
2. Falling from height
3. A falling object or structure
4. Impact by another person
5. Impact by a vehicle
6. Impact by something stationary
7. Exposure to a hazardous substance (liquid, vapour, dust, biological substance etc.)
8. Hit by a projectile
9. Violence by a person
10. Injury through manual handling
11. Exposure to fire
12. Contact with electricity

Should you feel you have had a near miss please email the details to the Health & Safety Officer (Roberto Lorusso). This information will then be analysed and appropriate action will be taken to make the school a safer place.

*5.0 - Risk Assessments

5.1 What is a risk assessment?

A risk assessment is simply a careful examination and analysis of what in the workplace, could potentially pose a threat to safety. Accidents/ ill health can not only result in disruption and/or a greater detrimental effect on the overall running of the business through loss of physical human output, damage to facilities or resources and/or an increase in insurance costs. More importantly, they can ruin or even result in loss of lives.

Every workplace has a legal obligation, where risks are identified; to ensure the probability of those turning into hazards, near misses or accidents to/or involving employees and students; are reduced as much as possible. This is done through taking reasonable control measures (i.e precautions) to ensure their protection from harm. Successful implementation is achieved once, through assessment of the control measures put in place; you can ascertain that enough precautions have been put in place to reduce risk to an acceptable low level. If this is not the case then more control measures will need to be put in place to prevent any potential avoidable incidents.

Risk assessments can be found in the following location:

Risk Assessments 2022 - 23

5.2 Five steps to risk assessments

Step 1: Identify the hazards

Step 2 : Decide who might be harmed and how

Step 3 : Evaluate the risks and decide on precautions

Step 4 : Record your findings and implement them

Step 5 : Review your assessment and update if necessary

When thinking about your risk assessment, remember there is a difference between a hazard and a risk:

- A **hazard** is anything that may cause harm, such as chemicals, electricity, working from ladders, an open drawer etc;

- The **risk** is the chance, high or low, that somebody could be harmed by these and other hazards, together with an indication of how serious the harm could be.

Risk Assessments are undertaken by all staff, led by the Health & Safety Officer; who ensures these are completed and in place on a yearly basis with an end of September as the deadline. It is important to note that If any work activity changes, the risk assessment(s) should be updated immediately. Please note:

- Any findings of the risk assessment must be reported to the Health & Safety Officer. Any action required to remove/control risk must be approved by the Health & Safety Officer.
- Implementing required actions and ensuring checks are in place to verify the reduction or removal of the risk is the responsibility of all staff led by the Health & Safety Officer.
- All risk assessments are stored in the following location:

Risk Assessments 2022 - 23

6.0 Safe handling and use of substances

Identifying substances (before purchase) which need a COSHH assessment to be used safely; is the responsibility of the Health & Safety Officer and the key named individuals with responsibilities.

COSHH Assessments will be undertaken by the key named staff led by the Health &

Safety Officer who ensures these are in place and completed on a yearly basis with an end of September as the deadline. If any work activity changes the COSHH assessment(s) should be updated immediately and accordingly.

The Health & Safety Officer and the key named individuals are responsible for ensuring that relevant employees are informed about COSHH assessments and for ensuring all actions identified in the assessments are implemented.

*7.0 - Fire Evacuation Procedures

Please find the Fire Evacuation Procedures for staff and students on the teams links below.

Fire Evacuation Procedures for staff

*8.0 - Lockdown Procedures

Please find the Lockdown Procedures for staff and students on the teams links below.

Lockdown Procedures for staff

*9.0 - First Aid

The first aid boxes are located in:

- The First Aid Office
- Reception
- 6Form staff room
- School Mini-Bus
- Junior Block Social Science Office
- Science Prep Room
- Technology Office
- PE Office
- Food Technology rooms
- Adult Education Office

Students in need of First Aid should be sent to the First Aid Room and reported to the

First Aid at Work

Penny White (First Aid/Office) Exp January 2025
Josh Lyon (Sports Centre) Exp January 2025
Rebecca Wilson (Sports Centre) Exp January 2025
Pete Newband (PE) Exp November 2024
Helen Rogers (First Aid & Health Mgr) Exp Nov 2023

Outdoor First Aid

Katy Taswell (Science) Exp March 2025
Andy Surtees (Computer Science) Exp March 2025

Emergency First Aid at Work

Laura Buxey (Arts) Exp July 2024
Donna Barnett (Catering) Exp July 2024
Darren Ford (Site team) Exp July 2024
Hannah Thorp-Greenwood (Science) Exp July 2024
Oliver Watson (Site team) Exp July 2024
Tom Elcock (English) Exp July 2025
Matt Fell (PE) Exp July 2025
Melissa Horberry (Community Ed) Exp July 2025
Gemma Kay (Science) Exp July 2025
Nat Mooney (PE) Exp July 2025
Ricky O'Sullivan (PE) Exp July 2025
Lewis Rogerson (PE) Exp July 2025

school's First Aid & Health Manager (Mrs HRogers).

When treatment is required, it will be carried out by trained first aid staff holding current First Aid Certificates:

First Aid

Students in need of first aid should be sent to the First Aid room and reported to the school's First Aid team. All children will be assessed, and when treatment is required, it will be carried out by trained First Aiders holding current First Aid certificates.

Students sent to the First Aid Room must have a green slip with them and should be accompanied. Students who are treated will be logged by the staff treating them and parents will be contacted when it is judged to be necessary.

Accidents
Students involved in accidents will be treated as above.

When an accident occurs and is caused or affected by the premises or another student or member of staff, this will be recorded in the accident report book.
Where students are sent to hospital an adult will accompany them until their parent/carer can be contacted and informed.

HIV
Students with bleeding wounds will **all** be dealt with following H & S guidelines on HIV/Hepatitis B, eg rubber gloves and no direct contact of blood.
(There is absolute priority to avoid contact of blood to blood.)
Blood spillages will be washed with disinfectant.

Medication
Parents should report any medical conditions relating to their child to the school and this will be entered on their student record. If a student needs to keep medication in school it will be kept by the school's First Aid & Health Manager.
Students will administer their own medication.

No drugs, medication etc. may be administered by any staff unless parental consent has been obtained for non-prescribed medication.

*10.0 - Manual Handling

10.1 Why is dealing with manual handling important?

Manual handling injuries can have serious implications for not only the person who has been injured; but the employer too. They can occur almost anywhere in the workplace. Heavy manual labour, awkward postures, repetitive movements of arms, legs and back or previous/existing injury can increase the risk.

10.2 What do I have to do?

To help prevent manual handling injuries in the workplace, you should avoid such tasks as far as possible. However, where it is not possible to avoid handling a load, employers must look at the risks of that task and put sensible health and safety measures in place to prevent and avoid injury.

- For any lifting activity always take into account**:**

1. Individual capability
2. The nature of the load
3. Environmental conditions
4. Training
5. Work organisation

10.3 Best Practice handling technique for lifting

If you need to lift something manually there are a number of very important steps to take:

1. Think before lifting/handling.

*Plan the lift. Can handling aids be used? Where is the load going to be placed? Will help be needed with the load?

***Don't lift or handle more than can be easily managed.**

There is a difference between what people can lift and what they can safely lift. Assess the weight to be carried and whether you, or possibly another worker with you, can move the load safely or if help is required. Maybe the load can be broken down to smaller, lighter components. If in doubt, seek advice or get help.

*Avoid lifting from floor level or above shoulder height; especially heavy loads, if required; adjust storage areas to minimise the need to carry out such movements.

*Consider how you can minimise carrying distances If a long lift is unavoidable; consider resting the load midway on a table or bench to change grip.

*Ensure any obstructions such as discarded wrapping materials are removed before you begin.

2. Adopt a stable position.

*Feet should be apart with one leg slightly forward to maintain balance (alongside the load, if it is on the ground). The worker should be prepared to move their feet during the lift to maintain their stability. Avoid tight clothing or unsuitable footwear, which may make this difficult.

Get a good hold

*Where possible the load should be hugged as close as possible to the body. This may be better than gripping it tightly with hands only.

3. Start in a good posture.

*At the start of the lift, slight bending of the back, hips and knees is preferable to fully flexing the back (stooping) or fully flexing the hips and knees (squatting).

4. Don't flex the back any further while lifting.

*This can happen if the legs begin to straighten before starting to raise the load.

5. Keep the load close to the waist.

*Keep the load close to the body for as long as possible while lifting. Keep the heaviest side of the load next to the body. If a close approach to the load is not possible, try to slide it towards the body before attempting to lift it.

6. Avoid twisting the back or leaning sideways.

*Especially while the back is bent; shoulders should be kept level and facing in the same direction as the hips. Reduce the amount of twisting, stooping and reaching. Turning by moving the feet is better than twisting and lifting at the same time.

7. Keep the head up when handling.

*Look ahead, not down at the load, once it has been held securely.

8. Move smoothly.

*The load should not be jerked or snatched as this can make it harder to keep control and can increase the risk of injury.

9. Put down, then adjust.

***** If precise positioning of the load is necessary, put it down first, then slide it into the desired position

10.4 How do I know if there's a risk of injury?

It's a matter of judgement in each case, but there are certain things to look out for, such as people puffing and sweating, excessive fatigue, bad posture, cramped work areas, awkward or heavy loads or people with a history of back trouble. Operators can often highlight which activities are unpopular, difficult or hard work.

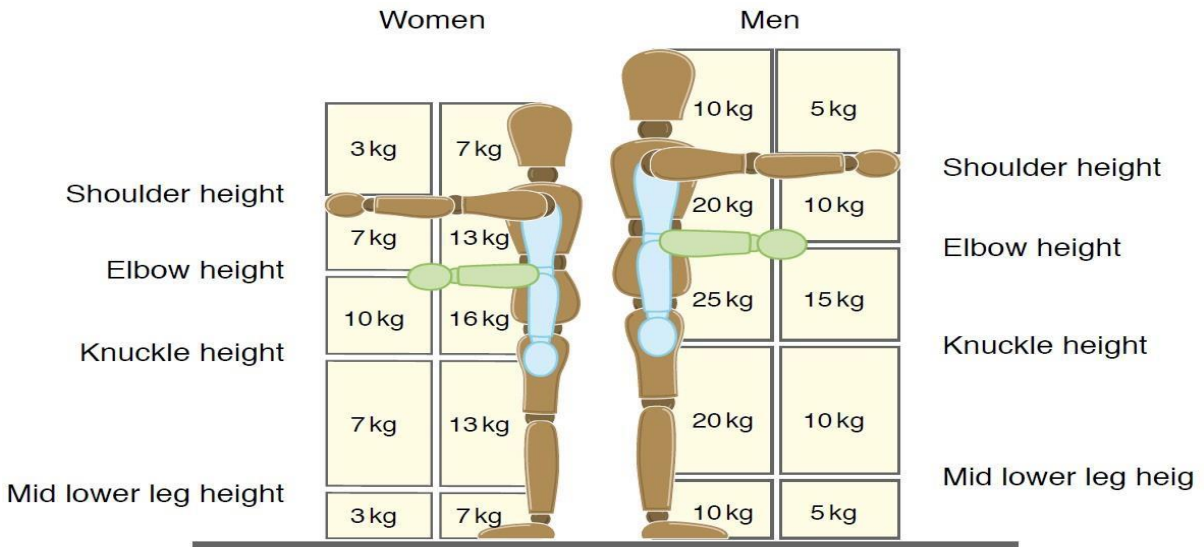
It is difficult to be precise – so many factors vary between jobs, workplaces and people. But the general risk assessment guidelines in the next section should help you identify when you need to do a more detailed risk assessment.

***General risk assessment guidelines**

There is no such thing as a completely 'safe' manual handling operation. But working within the following guidelines will cut the risk and reduce the need for a more detailed assessment.

- Use Figure 1 to make a quick and easy assessment. Each box contains a guideline weight for lifting and lowering in that zone. (As you can see, the guideline weights are reduced if handling is done with arms extended, or at high or low levels, as that is where injuries are most likely to happen.)
- Observe the work activity you are assessing and compare it to the diagram. First, decide which box or boxes the lifter's hands pass through when moving the load. Then, assess the maximum weight being handled. If it is less than the figure given in the box, the operation is within the guidelines.
- If the lifter's hands enter more than one box during the operation, use the smallest weight. Use an in-between weight if the hands are close to a boundary between boxes.
- The guideline weights assume that the load is readily grasped with both hands and that the operation takes place in reasonable working conditions, with the lifter in a stable body position.

*Figure 1



*11.0 - Health and safety in the classroom

Please make sure you look after the following things when you are teaching:

1) Trip Hazards

50% of all trip accidents are caused by bad housekeeping. So improving housekeeping would eliminate a large number of accidents.

1. Ensure there is a suitable walkway through the workplace
2. Keep it clear, no trailing wires, no obstructions or items on the floor.
3. Look at people's workstations, are the floors tidy, do they have enough storage space?

Cleaning affects every workplace, nowhere is exempt. It is not just a subject for cleaning managers and staff; everyone in the workplace has a job to do e.g. keeping your workspace clear; and dealing with your own spillages.

The process of cleaning can create slip and trip hazards, especially for those entering the area being cleaned, such as the cleaners, for example. Smooth floors left damp by a mop are likely to be extremely slippery and trailing wires from a vacuum or buffing machine can present a trip hazard.

Please report any such findings to the health and safety officer.

2) Blocking fire exits

Please ensure that fire exists are not directly blocked by any items being positioned in front of them. Blocking fire exits can cause serious delays in evacuating procedures in case of fire.

If you do have anything directly blocking the fire exit then please ensure you move the item(s).

3) General housekeeping

Effective housekeeping can eliminate some workplace hazards and help get a job done safely and properly. Poor housekeeping can frequently contribute to accidents by hiding hazards that cause injuries. If the sight of paper, debris, clutter and spills is accepted as normal, then other more serious health and safety hazards may be taken for granted.

Housekeeping is not just cleanliness. It includes keeping work areas neat and orderly; maintaining halls and floors free of slip and trip hazards; and removing of waste materials (e.g., paper, cardboard) and other fire hazards from work areas. It also requires paying attention to important details such as the layout of the whole workplace, aisle marking, the adequacy of storage facilities, and maintenance. Good housekeeping is also a basic part of accident and fire prevention.

Effective housekeeping is an on going operation: it is not a hit-and-miss clean up done occasionally. Periodic "panic" clean-ups are costly and ineffective in reducing

accidents.

4) Fire doors

Please ensure that fire doors are not propped open and remain closed.

It's a legal requirement. It is, also, illegal to prop open a fire door – if you are responsible for wedging open a dedicated fire door and adjudged to have endangered life by doing so, you are liable for prosecution – and, depending upon the circumstances, could be fined or even imprisoned for breaching fire health and safety laws.

Fire door retainers are the only way to keep them open

The only circumstance in which a fire door can be left open is if they are fitted with fire door retainers – these devices should keep a fire door open until a fire alarm is triggered which will close the door immediately. Any other form of 'restraint' for a fire door is NOT to be used – an object used to simply prop a fire door open will not, obviously cause an automatic closure of the door in the event of a fire alarm being triggered and will, therefore, potentially endanger life.

*12.0 Electrical Safety

12.1 PAT Testing

Portable appliance testing (PAT) is the term used to describe the examination of electrical appliances and equipment to ensure they are safe to use. Most electrical safety defects can be found by visual examination but some types of defect can only be found by testing. However, it is essential to understand that visual examination is an essential part of the process because some types of electrical safety defect can't be detected by testing alone.

PAT testing at Rossett School gets done by the site team on a yearly basis.

All items tested will be labelled with one of the following stickers.

12.2 Inspection before use

Teaching and non-teaching staff should undertake a primary and routine inspection of electrical equipment prior to use by them or by students. This is to establish that the equipment at least looks to be in good working order, eg examining a plug before connecting it to the power supply.

***Visual checks of electrical equipment**

When performing a visual check of equipment before using it; the following questions should be asked:

1. Is there any obvious damage to the plug?
2. Are there any loose or bare wires?
3. Do any parts of the equipment appear to be missing?

Whilst using the equipment look for the following signs of fault/risk:

1. Is the equipment becoming hot when it is running?
2. Is it becoming particularly noisy?
3. Is there a smell of burning?

***What not to do**

It's not only electrical faults that start fires, human error is often to blame. Whether it's a badly wired plug or an iron left on – we all need to take more care. In 2007, the number of reported fires started by accident was over 43,000. Of these, 19% were caused by electrical faults while a further 25% were caused by people not using electrical equipment and appliances properly.

- Overload any adaptor or socket – especially with appliances that have a high electrical current such as kettles, irons or heaters. It's safer to have extra sockets installed if needed.

- Put electric heaters near curtains or furniture – or dry clothes on them.
- Cover the air vents on storage heaters of fan heaters.
- Trail flexible cables under the carpets or rugs.

13.0 Working at height

Working at height at Rossett school is only carried out by:

- Contractors

- Site team

- IT Team

Working at height requires training on how to use ladders/scaffolding and risk assessments and method statements have to be completed. Clear records of usage must be kept.

13.1 Ladder Safety

Ladders are involved in more falls from height than any other kind of work equipment. Every year an average of 14 people die and a further 1200 are seriously injured at work as a result of falling from a leaning ladder or stepladder. Usually the accident could have been avoided and training is a key step in encouraging people to use them safely.

*Please note children are not allowed to use ladders or stepladders.

13.2 Hazards and pre-use

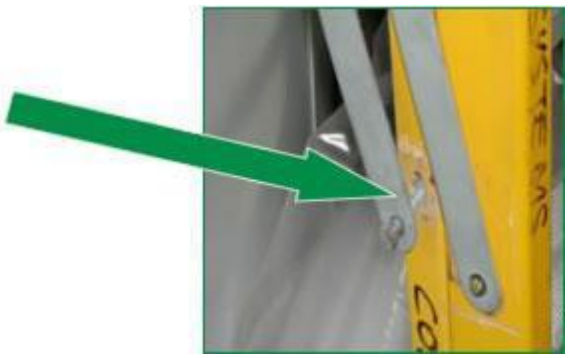
All the ladders in our school have been individually identified. Don't use any other ladder, including any brought from home or belonging to other companies.

Every time you use a ladder check it beforehand to make sure it is safe to use. Frequently used ladders only need one such check a day - except for checking the feet when moving from soft/dirty ground to a clean area.

The benefit of conducting daily pre-use checks is that they provide the opportunity to pick up any immediate/serious defects before they cause an accident.

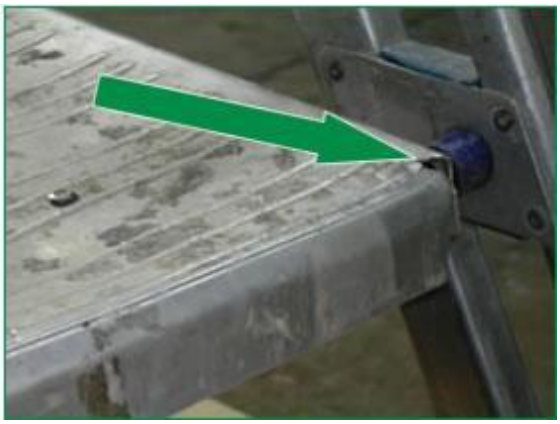
13.3 Things to look for

Check the locking bars
Do not use the ladder if they are bent or the fixings are worn or damaged as the ladder could collapse.



Check the feet
Do not use the ladder if they are missing or worn or damaged as the ladder could slip.

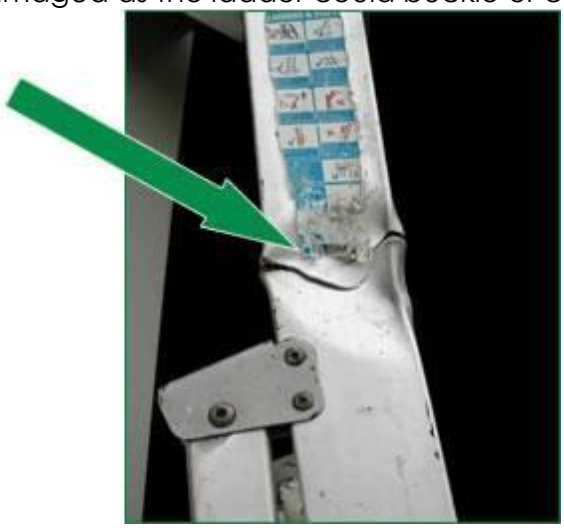
Check the stepladder platform
Do not use the ladder if it is split or buckled as the ladder could become unstable or collapse.



Check the steps or treads
Do not use the ladder if they are contaminated (as they could be slippery), or if the fixings are loose as it could collapse.

Check the stiles

Stiles need to be in good condition. Do not use the ladder if they are bent or damaged as the ladder could buckle or collapse.



If you see any of these do not use the ladder or try and repair it yourself. Remove it from use and report it to the site team or the health and safety officer.

13.4 Positioning

Do not position a ladder:

***W**here it can be knocked by a door or window - unless secured. If this is impractical, have a person standing guard at a doorway, or inform workers not to open windows until they are told to do so.

***W**here it may get struck by a passing vehicle;

***W**ithin 6 m of an overhead power line (unless the lines have been temporarily disconnected or insulated).

In addition, the following guidance must be followed prior to and during ladder use to ensure the required safety measures are met:

1. Check each foot is on a clean, level, firm footing and look out for oil, grease or loose material, including plastic packaging and sheeting. Make sure the ladder is at the correct height, never use boxes or bricks etc to gain extra height.

2. Make sure the legs are fully open before you go up.

3. When climbing or working from a ladder, three points of contact should be maintained. Three points of contact means both feet and one hand in contact with the ladder or stepladder.(Please see below diagrams 1.1 and 1.2 to illustrate correct positioning). Always make sure you have an available handhold. This means having

a suitable handrail or not working off the top two or three rungs, depending on the design of the stepladder.

1.1 1.2

1.1 Correct - user maintaining three points of contact

1.2 Incorrect - overreaching and not maintaining three points of contact

4. In the event of an instance where you cannot maintain a handhold other than for a brief period of time (eg to hold a nail whilst starting to knock it in, starting a screw), other measures will be required to prevent a fall or reduce the consequences of one (eg a fall arrest system).

5. Avoid working side-on from a stepladder, especially when applying force, such as when drilling.

6. For higher-risk work, such as applying a side-on-force, where it that cannot be avoided; you should prevent the steps from tipping over (for example by fastening the steps to a suitable point).

7. Stepladders should not be used as a means of access to another level, such as a roof (unless they have been designed for this); as they can become unstable when you are stepping on or off them.

Further information

if you would like further information, please speak to either the Health and Safety officer (Roberto Lorusso) or have a look on the HSE websitehttp://www.hse.gov.uk/