REIGATE ST MARY'S
PREPARATORY AND CHOIR SCHOOL

Appendices

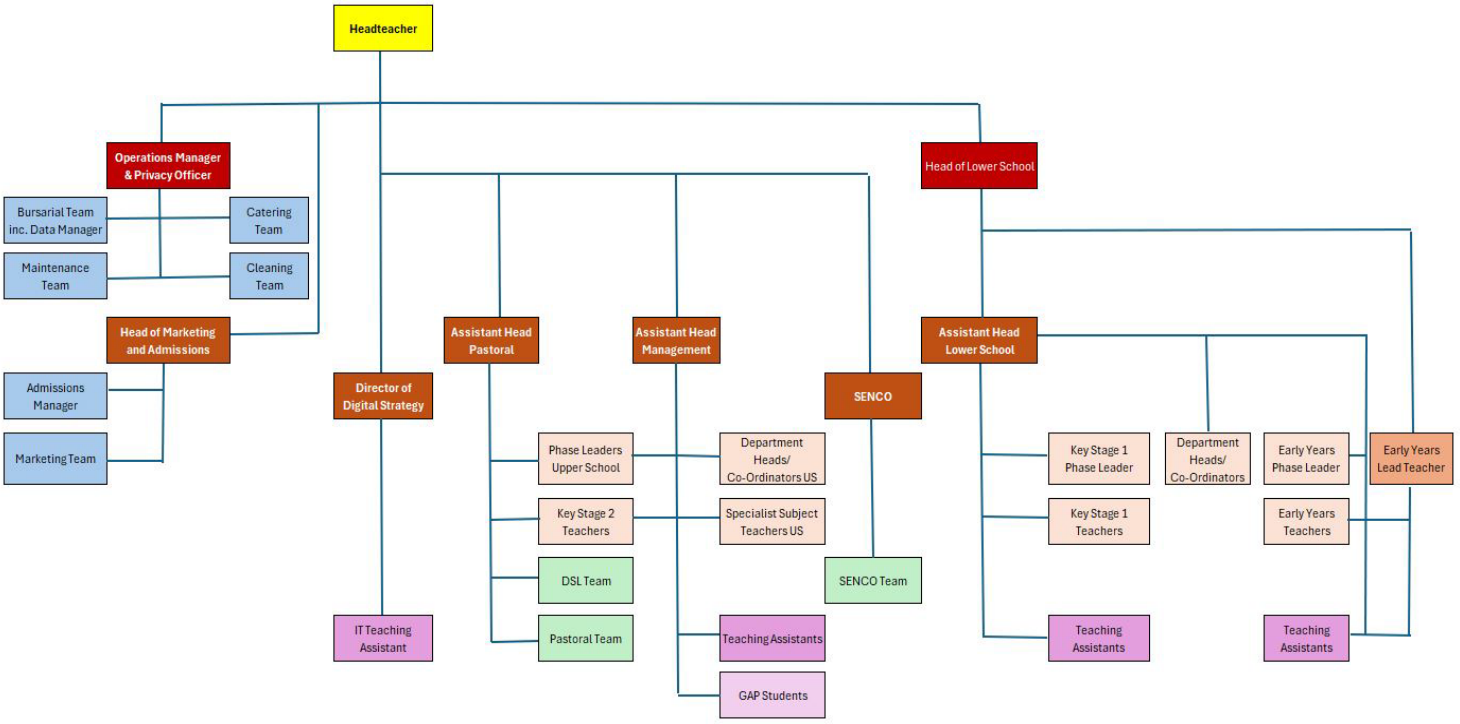
Health and Safety Policy and Statement of Organisation, Arrangements and Procedures

RMG 21 May 2025
Next review 20 May 2026

Appendix 1

Management

Structure



Appendix 2

RIDDOR in Education
Incident Reporting in schools (accidents, diseases and dangerous occurrences)

https://www.hse.gov.uk/pubns/edis1.pdf

APPENDIX 3
First Aid Arrangements

1. General

Any pupil requiring First Aid should be sent the School Office where staff are qualified as First Aiders.
The office is fully equipped for all First Aid needs. In the case of any accident requiring First Aid, a member of staff who deals with the situation in the first instance should liaise with the Medical Officer to ensure an Accident Report is completed on iSAMs. A report is emailed to the parents and the teacher makes a note in the pupils home/school diary. The accident report is then used by the Medical Officer who does a termly analysis which is used at the termly health and safety meetings.

Jana Lukacova is the School's Medical Officer and is qualified in First Aid at Work **Valid until 07/2027** and Paediatric First Aid **Valid until 03/2028** responsible for:

- Keeping First Aid Supplies Stocked
- Keeping records of pupils with specific medical requirements and circulating this information to all staff.
- Is responsible for reporting accidents, diseases and dangerous occurrences to the enforcing authority.

Jane Norris	**Valid until 09/2027**
Hazel-Ann Wood	**Valid until 01/2026**
Sasha Johnson	**Valid until 03/2026**
Marie Goddard	**Valid until 09/2027**
Charlotta Wetterstrand-Undery	**Valid until 09/2027**

There is always a fully qualified first aider based in the school office to administer general first aid to pupils and staff.

44 staff members have a minimum of Emergency Paediatric First Aid. There are 49 fully qualified Full Paediatric First Aiders and are available specifically to pupils in Green Shoots Kindergarten and Reception classes. Plus at least one member of staff for each year group further up the school. All Games staff are fully paediatric first aid trained and also undertake a Concussion Management online course.

All staff receive Emergency First Aid, CPR and auto-injector training. The last whole school training is valid until 09/27. Staff also take a basic online first aid training course annually.

Administration of medicines

Pupils who are required to always have their medicine available, such as insulin, auto-injectors, or asthma inhalers, should be instructed in its administration by a medical professional. The school office will keep the medication in case of emergency if requested. Where it is more appropriate the medicine can be kept in the classroom under the direct control of the teacher.

All other medication, including over-the-counter medication, should be handed into the office for safe keeping and administration. The school medical administration form must be completed and signed by the parent before the school may administer any medicine. It is the responsibility of the parents when depositing medication with the school that they collect it when they leave the school each day. All

medicines should be carried to school by a parent or adult, not the pupil.

It is the responsibility of the parents to provide the school with medication for remedial pain relief for a regular medical condition such as menstrual pain or anti-inflammatory for sporting injuries.
On all trips, it is the responsibility of parents to liaise with the trip leader regarding the administration of any medication. It is the right of any member of staff to decline the administration of any medication.

APPENDIX 4

Standard First Aid Box Contents

1 Guidance Card

Individually wrapped sterile dressings

2 Sterile eye pads

6 Individually wrapped triangular bandages

6 Safety pins

6 Medium sized individually wrapped sterile unmedicated wound dressings (10cm x8cm)

2 Large sized individually wrapped sterile unmedicated wound dressings (13cm x 9cm)

3 Extra large individually wrapped sterile unmedicated wound dressings (28cm x 7.5cm)

10 Individually wrapped antiseptic cleaning wipes

Also to be included with first aid boxes should be the following items for dealing with body fluid spillages.

Disposable latex gloves

Plastic waste disposal bags

(Quantity of above dependant on numbers of persons in area where treatment might be required)

Where there is no ready access to tap water, consideration should also be given to providing sealed bottles of sterile saline solution containing at least 300mls which must not be re-used once the seal has been broken.

Where there is a risk of chemical splash then the bottle contents must be a minimum of 900mls

LOCATION OF FIRST AID BOXES

- **The School Office**
- **The Reception of the Sports Hall**
- **School Minibuses**
- **In a locked box between the two MUGA's**
- **Dining room**

APPENDIX 5

Fire Procedures: In the event of the Fire Alarm sounding

The fire alarm is a continuous sounding siren or bell. It is important that on any occasion when the fire alarm sounds continually, all staff treat it as a genuine alarm and evacuate the buildings immediately, setting a good example to pupils. Emergency evacuation procedures are displayed, and should be consulted in advance by staff. The assembly point is on the MUGA by the bottom of the staff car park. Once assembled in rows of form groups, the office staff will distribute registers and form teachers hold up their Form Card to show that all pupils are accounted for.

	Fire Evacuation/Emergency Evacuation on hearing the fire alarm:
Headmaster (HM)	• If possible take emergency loud hailer • Supervise evacuation – co ordinate as necessary – If parents/visitors in playground area use loud hailer to inform them to move to the assembly point. • Go to Assembly point • Liaise with Operations Manager to establish if there is a fire, and if any person missing. • Instruct Teachers in charge of classes accordingly
Head of Lower School (HLS)	• If teaching take class to assembly point • Assist or take over **HM** if absent
Receptionist	• Take radio and registers to the assembly point • Guide and assist any visitors who are in the reception area or toilet to the assembly point
Headmasters PA (HMPA) or in her absence Admin Staff.	• Take radio and go to the assembly point • Put on Fire Warden Jacket • Assist handing out registers to class teachers • Emergency evacuation red file – **HMPA/HLS** to liaise with Admin staff and tick off evacuation by class sheet then to hand file to **HM** or **OM** Report to **OM** all present or inform of any missing parties.
Admin staff	• Take radio and pupils medical evacuation bags, and staff sign in sheets - **go to assembly point** • Once at assembly point hand out registers • Check if all staff that have signed in are present • Check if all visitors that have signed in are present. • Have emergency Backpacks containing pupils medication, general first aid, mobile phone and pupils contact sheet ready if needed. • Report to **HM** all present or inform of any missing parties.
Fire Officer (Operations Manager **OM**) or in her absence the Senior Fire Warden.	• Take radio • If there is evidence of a fire i.e visual smoke / flames seen by any one on site - immediately call 999 • **If safe to do so** view the fire panel in the school office and await Maintenance staff confirmation of evidence of a fire in that Zone. In the event of a fire phone 999. • Go down to the Assembly point and establish from **HM** if there are any missing staff, visitors or pupils and report then liaise directly with the fire brigade using Emergency evacuation file containing school plans and tick off evacuation sheet. Liaise with fire brigade if on the scene.
Teaching staff	• Vacate the classroom you are in by sending your children out via the safest exit • Take your class register from **the HMPA or Admin staff** and check class and hold up register if all pupils present or report any discrepancies back to the **HMPA/Admin staff Immediately**

First Aider	• Go to Assembly point – stand with Admin staff take possession of evacuation packs. Manage and direct 1st aid situation as appropriate. Keep **HM/OM** informed of situation.
Fire Wardens	• If safe to do so sweep the area that you are in when the fire alarm sounds then exit to the assembly point put on Fire Warden Jacket and Report to **HM** for further instruction
Maintenance Staff	• Take radio • **If safe to do so** view the nearest fire panel and investigate the cause of the alarm and report to the Operations Manager and the Headmaster. • Be available to direct the Fire Brigade
The Kitchen Staff	• Turn off all appliances • Go down to the Assembly point and make their presence know to the Admin staff.
Cleaning staff and contract staff	• Evacuate through nearest fire exit and go to the assembly point.
Choir and Lay Clarks	• Evacuate through nearest fire exit to the assembly point and make yourself know to the Admin staff.
Peripatetic Teaching staff	• Vacate the room you are in by sending your children out via the safest exit . • Go to the Assembly point and take your child to their form teacher • Make yourself known to the admin staff

APPENDIX 6

Electrical Safety

DEFINITIONS

Portable electrical equipment:

Any electrical equipment that utilises a 13Amp plug

Group "A" - Hand held or operated whilst connected to the supply.

Group "B" - All other items connected via 13Amp plug but excluding Group "C & D".

Group "C" - Business Equipment.

Group "D" - Low Voltage Equipment e.g. below 50 volts.

Fixed electrical equipment

Any electrical equipment that is permanently wired into the mains supply

Business Equipment

Any electrical equipment used within a classroom or office environment, (e.g. Computers, FAX, Telephones, Modems, Answer M/C, Scanners, Printers, Photocopiers etc,) which are connected to
240 volt mains services and not frequently moved.

Low Voltage Equipment

Any electrical equipment that operates via a low voltage supply, including plug-in transformer units, (e.g. below 50 volts).

Electrical Installation

All electrical services must comply with the current requirements as detailed in the Electricity at Work Regulations 1989 and the Institution of Electrical Engineers Wiring Regulations (BS 7671). All fixed equipment must also be installed in accordance with the IEE Regulations Edition 17 by a competent and suitably qualified person.

Under no circumstances must any changes be made to the fixed electrical installation, whether permanent or temporary, without proper authorisation from the Operations Manager, who will arrange for any necessary work to be undertaken on behalf of the school.

Apparatus

Most of the electrical equipment used within the school will be of the normal domestic or commercial pattern. As such it will comply with the Electrical Equipment (Safety) Regulations 1994 or the current British/EU Standard applicable to that particular item of equipment and should, therefore, be safe in normal use.

Staff responsible for the acquisition and purchase of electrical equipment for use within the school must ensure that all electrical equipment purchased for school use meets either the applicable British / EU Standard or some other nationally recognised standard before completing the purchase arrangements

All portable electrical equipment held in Departments shall be subject to a routine test and inspection at least every 3 years, more frequently as determined by the risk assessment, and the results of these tests recorded in a register designated for thatpurpose.

Fixed electrical equipment shall be subject to a routine inspection and test every 5 years, and the results of these tests recorded in a register designated for that purpose

Maintenance of Flexible Leads And Plugs

Defective plugs, sockets, leads and other accessories cause more electrical accidents than the appliances with which they are used. Such defects may for example result in external metalwork of an appliance, which is normally earthed and safe to handle, becoming live at a dangerous voltage.

Flexible leads, plugs and sockets will deteriorate in service, so regular maintenance is essential to ensure user safety. Routine inspections should be made by someone who is capable of recognising faults and defects which should then be repaired by an electrician or other competent person

Residual Current Devices

Residual current devices (R C D's), otherwise known as earth-leakage breakers
(E L C B's), are fitted to some items of equipment. Every RCD unit has a test button and this should be used routinely to check the operation of the RCD and to free the mechanism of any friction. It is recommended that all R C D's in regular use are tested in this way at least every month and those which are fitted to high risk equipment, such as water cleaners, are tested each time the equipment is used.

APPENDIX 7
Workstation / Display Screen Equipment
Workstation Assessment Form

The DSE Regulations require all employers to perform a suitable and sufficient analysis of workstations used by '*users'*, to assess the health and safety risks to which 'users' are exposed. Assessments must be reviewed by employers if there has been a '*significant change'* in the matters to which it relates, or if the employer suspects that it is no longer valid. The employer is required to reduce any risks identified to the lowest extent which is reasonably practicable.

Definitions:

- **'User' –** an employee who habitually uses DSE as a significant part of his/her work. At Reigate St Mary's this is all administration staff, support department managers and supervisors and members of the SLT.

- '**Significant change'** includes a major change in software used, the hardware, furniture, increased time spent using the DSE, increase in task requirement such as speed or accuracy, relocation of the workstation and modification to the lighting.

- **'DSE' –** Display Screen Equipment – any alphanumeric or graphic display screen, regardless of the display process involved including screens showing mainly for TV or film pictures but not portable systems i.e. laptops that are **not** in prolonged use.

- **'Workstation' –** The immediate work environment around the DSE, including all accessories, desk, chair, keyboard etc.

Workstation set-up

The regulations require that all workstations used by users must meet the requirements of the '*schedule'* to the regulations. The '*schedule'* to the regulations lists minimum requirements for workstations that cover the entire workstation and surrounding environment. Reigate St Mary's School will ensure that the standard workstation provided to all users meets the minimum requirements set out in the schedule of the DSE Regulations.

Completion of assessments

New joiners
All new 'users' are visited by an assessor to complete a workstation assessment when they join. They are informed of this during their induction training. During the assessment the assessor provides training on the correct set up of the workstation and advice on the surrounding environment.

'Users' who move desks
All 'users' who move desks are reassessed by an assessor.

'Users' who report discomfort
'Users' who report any discomfort to the HR Manager will have their workstation assessment reviewed. Subsequent actions will be followed up by the HR Manager. If you experience discomfort speak to your Line Manager who will speak to the HR Manager.

'Users' who are issued with new workstation equipment
If a 'user' receives new workstation equipment, that is different from their original equipment, they are required to complete a new workstation assessment and will be reassessed.

Eye and Eyesight Tests
Users are entitled to a free eye and eye sight test up to £25, users must see the HR Manager for further details.

Training

The regulations require the user's employer to provide adequate health and safety training in the use of any workstation he/she may be required to work on. The employer must provide users with information about risk assessments and control measures concerning health and safety aspects of their workstation.

Such information is provided to users of DSE equipment when the assessment is carried out. Each 'user' will receive the following HSE information 'Working with display screen equipment (DSE)'.

The form provided in this document is the workstation assessment form that is used.

Workstation Assessment

Employee's name:		**Assessment date:**	
Assessor's name		**Workstation location**	
Job title/description of work tasks:			

On a typical day how much time do you spend working on the VDU?	Less than 1 hour	1 – 4 hours	More than 4 hours
When using the VDU, how often do you spend one hour or more working continuously?	Daily	Weekly	Rarely

On the basis of this information the user is a (circle one of the following):

Definite user	**Possible** user	**Not** a user
Daily intensive periods of unavoidable use lasting for greater than one hour.	Use is not regular but can be prolonged and intensive. User has some discretion.	Intermittent or casual use. User has considerable discretion over the task and work organisation.

Remedial actions must be taken <u>in order of priority</u> not on the basis of ease of completion or lowest cost.

The Chair

Question	**Y**	**N**	**Comment**	**Action**	**Completion date**
Is the seat cushion adjustable for height?					
Is the seat back adjustable for height and tilt?					
Does the seat have a five star castor base?					
Can the user operate all of the seat controls and adjusters?					
Has the user demonstrated to you that all of the controls and adjusters work?					

The Desk

Question	Y	N	Comment	Action	Completion date
Is the desk large enough to accommodate all of the equipment and essential items required by the task?					
Is the area underneath the desk free of all obstructions that could compromise posture?					
Is there sufficient space to adopt different postures and vary movements?					
Is the desk surface free from excessive glare?					
Is the desk stable and in good condition?					

The Keyboard

Question	Y	N	Comment	Action	Completion date
Is the keyboard separate from the screen?					
Does the keyboard have a tilt facility?					
Is there adequate space in front of the keyboard to rest the hands and wrists?					
Are the characters/symbols on the keyboard easy to use?					
Do all the Keys work satisfactorily?					
Is the keyboard surface free from excessive glare?					
Are all the keys /function keys well set out relative to the task and frequency of use?					

THE SOFTWARE

Question	Y	N	Comment	Action	Completion date
Is the software provided, suitable for the task?					
Is the software easy to use?					
Does the system provide appropriate feedback so that it is always possible to know what is happening?					
Does the system respond at the appropriate speed?					

THE SCREEN

Question	Y	N	Comment	Action	Completion date
Is the screen clean?					
Does the screen have a swivel and tilt facility?					
Is the screen positioned correctly in terms of the: - distance from the user - the users eye height - the angle of the screen					
Do the characters on the screen appear to be - well defined - clearly formed - adequately sized - adequately spaced					
Is the screen free from excessive glare and reflections as seen from the normal seated position?					
Is there any screen flicker?					
Can the screen's brightness be adjusted?					
Can the screen's contrast be adjusted?					

The Environment

Question	Y	N	Comment	Action	Completion date
Is the lighting level satisfactory?					
Are wall surfaces designed to minimise reflections from falling upon workstations?					
Have other fixtures and fittings been positioned to avoid reflections upon the workstation?					
Have adjustable window blinds been fitted?					
Is the level of ventilation adequate?					
Is the level of heating adequate?					
Is the level of humidity adequate?					
Is it possible to hold a normal conversation without having to raise your voice					
Is the position of the workstation relative to any windows satisfactory?					

Additional Points

Question	Y	N	Comment	Action	Completion date
Has a document holder been provided?					
If no, would the user benefit from one?					
Are there blinds at the windows?					
If no, would the user benefit from blinds?					
Is there a task light available?					
If no, would the user benefit from one?					
Has a footrest been made available?					
If no would the user benefit from one?					

Related Health and Safety Issues

Question	Y	N	Comment	Action	Completion date
Has the job been designed to incorporate off-screen activities within the working day?					
Are there adequate opportunities for regular breaks from using DSE?					
Have steps been taken to minimise repetitive or boring tasks, such as data entry?					
Have the views of the operator been taken into account when deciding upon job design?					
Has training been given on the risks arising from the use of DSE?					
Has training been given on how to adjust furniture and equipment (contrast etc.)?					

Notes/Sketch of Workstation (if needed)

How is the workstation used?

- Does the operator look uncomfortable/out of balance?
- Does the operator lean from his/her chair to lift (objects) from the floor?
- Does the operator twist to perform any work function, or to speak to colleagues?
- Does the operator take the need for breaks seriously, and take regular breaks
- Does the operator have space to use the mouse effectively?
- Does the operator have to stretch, or lean to pick up the telephone?
- Is the operator under consistently high pressure in his or her work?
- Does the operator have difficulty in focusing on the screen?

Ask the operator

- If he/she is comfortable when working at the station?
- If he/she has any existing (long standing) back problem and/or musculoskeletal problem?
- If he/she is under medical care for postural problems/back pain etc?
- If he/she requires an eye test for DSE use or Y/N
- When last he/she had eye test for DSE use ……

Use this space to record your/their observations:

APPENDIX 8

What can I do to help myself?

You should make full use of the adjustment facilities for your PC and work environment to get the best fromthem and avoid potential health problems.

Please see link below for HSE guidance

https://www.hse.gov.uk/msd/dse/assessment.htm

APPENDIX 9

Workplace Health, Safety & Welfare

Maintenance

The workplace, the equipment and any devices must be maintained in an efficient state, in efficient working order and in good repair. This requires the operation of a suitable system of planned maintenance particularly where the failure of an item or device would result in danger or which was likely to result in a failure to comply with any of the Regulations concerned.

The system of maintenance should be based upon an adequate assessment of the risks and must be documented by the keeping of suitable records relating to the scheme in operation, the results of any tests or assessments undertaken, and a record of any repairs etc carried out.

Ventilation

Effective and suitable methods of ventilation must maintain a wholesome atmosphere in all indoor areas where persons are at work. Effective ventilation should ensure the introduction and circulation of fresh or purified air to the workplace and the removal of stale, contaminated or hot air in a manner that does not cause discomfort.

As a general guide the fresh air supply rate should not fall below 3 litres per second per person. However for areas where contamination is present such as dust or fumes then higher rates of extraction may be required in order to control a hazardous substance.

Temperature

The temperature in any workroom should be maintained to provide reasonable comfort without the need for special clothing.
The temperature in classrooms where there is a normal level of physical activity should be at least 16°C. In areas where there is a higher than normal physical activity, e.g. in sports halls, washrooms and general circulation spaces, the temperature should be at least 15°C.

The temperature in rest facilities should be at least 16°C.

Adequate numbers of thermometers should be available at convenient places in the workplace to enable persons at work to determine the temperature in any workplace inside a building.

Lighting

Suitable and sufficient lighting must be provided and maintained throughout the workplace including outside were necessary. The requirements with regard to specific use, special group needs and

emergency provisions must be taken into account when deciding upon the level of lighting.

As far as possible lighting should be provided by natural means. Where adequate natural light can be provided it must be maintained by adequate window cleaning schemes and controlled by shading if necessary.

Cleanliness and Waste Materials

The surfaces of floors, walls and ceilings of all workplaces inside buildings must be maintained in a clean condition free from contamination and other harmful substances, and in good decorative order**.**

Furniture and fittings must be maintained in a clean and serviceable condition.

Waste materials must not be allowed to accumulate in the workplace except in suitable containers.

The standards applied here should reflect the nature of the environment but should not in anyway prejudice the health, safety or welfare of those affected. Due regard must also be given to those areas where hygiene standards need particular attention, e.g. kitchens, food storage, cold rooms, toilets, first aid areas and waste collection points.

Space Requirements

Every non-teaching room where persons work must have sufficient floor area, height and unoccupied space for the purposes of health, safety and welfare. Each person should, having regard to their work, have sufficient free floor space and height to allow movement which is safe and without risk to their health, safety and welfare.

Teaching areas such as classrooms, workshops and laboratories are covered by guidance issued by statutory bodies such as the DfE for example and regard needs to taken to adhere to the appropriate guidelines.

Workstations and Seating

Every workstation must be designed to allow any person who works there, adequate freedom of movement, the ability to stand upright, to reach and, where necessary, lift materials and operate machinery without risk to their own health and safety or that of others. Particular regard should be given to emergency egress and the prevention of slips and falls.

Condition of Floors and Traffic Routes

All floors, stairways, passageways, gangways and access routes must be properly constructed and maintained. Floors should be free of tripping hazards, and provide a secure foothold.

A secure and substantial handrail should be provided and maintained on at least one side of every staircase. Handrails should be provided on both sides if the stairs are heavily used, are more than one metre wide, have narrow treads or uneven risers.

Effective measures should be available to deal with holes, bumps or uneven surfaces resulting from damage or wear and tear, which may cause a person to trip or fall. Such measures should include a prescribed course of action in the event that immediate repairs are not possible, e.g., the provision of barriers or conspicuous markings etc.

Prevention of Falls and Falling Objects

Physical safeguards must be used to prevent falls of persons or objects from heights or from persons being struck by falling objects both inside and outside the premises. Where such safeguards are not practicable then 'danger areas' should be designated with restricted access, those authorised to enter should be both protected and adequately instructed.

Where there is a risk of a person falling 2 metres or more, or a risk of injury to people caused by falling objects, effective fencing should be provided and maintained. This must take into account both the nature of the risk and the type of person requiring the protection, e.g. children, and the disabled or handicapped, and any vehicles and materials that might be involved. The fencing itself should not present additional risk.

Changes of level, such as a step or slope between floors, which is not obvious, should be marked to make it conspicuous. Consideration should be given to the visual capability of those effected, the adequacy of the available lighting, both natural and artificial, and any foreseeable emergency conditions.

Materials and objects should be stored and stacked in such a way that they are not likely to fall and cause injury. Racking should be of adequate strength and stability having regard to the loads, both imposed and applied, including the effects which vehicles and weather may have.

Glazing: Windows, Doors, Gates and Walls

Every window or other transparent or translucent surface in a wall or partition, door or gate must be of a safety material or otherwise protected against breakage and be appropriately marked to make it apparent under the following conditions;

(a) Where any part of the glazing material is at or below shoulder level in the case of doors and gates;

(b) Where any part of the glazing material is at or below waist level in the case of windows, walls and partitions.

Glazing: Windows, Skylights and Ventilators

Windows, skylights and other means of ventilation must be usable without risk to health or safety. This will require the provision of suitable devices, where necessary, to allow anyone to open or close them safely.

The open window or ventilator must not project into areas where people may collide with them.

Provision must be made for the routine cleaning and maintenance requirements of all windows, skylights and ventilators which will allow them to be serviced from a position of safety from either, inside the building, from ground level outside or with the aid of suitable equipment.

Traffic Routes

The layout, construction and operation of all workplace traffic routes must be safe. Traffic routes include any footpath, gangway, passageway, stairs, etc, intended for use by pedestrians, or roadways for use by either vehicles or pedestrians or both.

The main points for consideration with regard to any traffic route are:

(a) Persons working next to a traffic route must not be placed in a position of danger

(b) There must be provided adequate space and effective separation between pedestrians, routes, access points and gates or doors where vehicles operate

(c) Where pedestrians and vehicles use the same traffic route there should be sufficient separation between them

(d) All traffic routes should be adequately identified where necessaryfor health and safety

Any safe system of work should to take into account the needs of the disabled, visually impaired and others who may have difficulty understanding conventional signage**.**

Contractors and visitors must be advised of any special arrangements that are necessary to maintain the safety of all traffic routes and to protect the persons using the workplace.

Doors and Gates

All doors, and gates within, or giving access to, the workplace must be safely constructed, properly maintained and fitted with adequate safety devices to prevent injury.

Appropriate consideration should be given to the needs of the disabled when designing or refurbishing a workplace.

Where power operated mechanisms are used these must not prevent manual operation in the event of a power failure or other emergency.

Sanitary and Washing Facilities

Suitable and sufficient sanitary and washing facilities must be provided for the use of all persons who work at or from the workplace. They should be designed to allow use with reasonable ease by all persons, including those with disabilities, and maintained in a clean and hygienic condition.

Guidance on the appropriate number of sanitary facilities and changing accommodation for schools is given in Regulations 3 and 4 of the Education (School Premises) Regulations 1996

APPENDIX 10

General Guidance on the Use of Work Equipment

Suitability of Work Equipment

The following should be considered when deciding upon the selection of suitable work equipment:

(a) Risk assessment will help in the selection of work equipment by assessing its suitability for particular tasks, and safe systems of work, or method statements, will ensure safe use of the equipment.

(b) Equipment must be suitable by design, construction or adaptation, for the actual work and/or environment for which it has been provided.

(c) Staff will need to assess the location in which the work equipment is to be used and take into account any risk that may arise

(d) The provision of adequate supervision to ensure that work equipment is not used for tasks for which it would be unsuitable is also important.

Maintenance

All work equipment must be maintained in an efficient state, in efficient working order and in good repair with adequate records kept. The depth of the requirement is extensive and includes the need for both routine and planned maintenance schemes, which must be properly documented. The aim of such procedures is to actively prevent failures occurring whilst equipment is in use particularly where such a failure would result in a dangerous situation.

Maintenance work should only be undertaken by a person who is competent to do so and who has been properly appointed by the employer. This could be an adequately trained employee or a contractor appointed for the purpose of maintaining specific plant or equipment.

The requirement here is for a formal system which will ensure that both routine and planned preventative maintenance arrangements are both directed and undertaken by competent people whether these be staff of the employer or an outside undertaking contracted to provide the service.

All work equipment used in the workplace must meet current standards of safety under relevant statutory requirements and the management and operation of all work equipment must be in accordance with the requirements of the Provision and Use of Work Equipment Regulations 1998

Heads of Department will need to ensure that anybody using work equipment has been given sufficient information and instruction, as necessary for their safety. This can be in the way of safe systems of work, information provided by manufacturers, suppliers or the employer and will need to cover these areas adequately;

(a) The conditions in which and the methods by which the work equipment may be used;

(b) Foreseeable abnormal situations and the action to be taken if such a situation were to occur; and,

(c) Any conclusions to be drawn from experience in using the work equipment.

(d) Written information and instructions must be available and readily comprehensible to those concerned

(e) Where work equipment presents a significant risk when operated, it is only to be used by a competent person. (Competency is defined as having the necessary, experience, training, knowledge and skill)

(f) Adequate information including the results of risk assessments, instruction and training must be provided for both users and SLT.

(g) All dangerous parts of work equipment are to be adequately protected.

(h) Guards, protection devices and protective appliances are to be of suitable construction for their intended purpose and maintained in efficient working order and good repair.

(i) Personal protective equipment such as goggles, overalls, gloves, footwear etc, must be provided and used in the workplace and be appropriate for the risks of the activity being carried out.

(j) Appropriate and clearly visible health and safety markings shall be placed on all powered work equipment where relevant and appropriate written safety notices and safety signs shall be displayed in the working area as necessary.

(k) All means of stopping fixed powered work equipment must be clearly identified on the equipment itself, and additional means of isolating power from all work equipment in places such as workshops and craft areas must be clearly identified and signed with the appropriate safety sign.

(l) When an area containing powered and non-powered work equipment is not in use, then it must be secured against access by non - authorised persons.

APPENDIX 11

Working with Ladders and Stepladders

Latest advice from the H&S executive on working safely with Ladders and Stepladders

http://www.hse.gov.uk/pubns/indg455.pdf

APPENDIX 12

GENERAL ACCESS PERMIT

PERMIT NO.	VALID FROM:	EXPIRES DATE/TIME :	AREA:

CONTRACTOR DETAILS:			
Supervisor:		**No. of Operatives**	
Names of Operatives: (if known)			
RSM Contact:			
This person is to escort the contractor ☐	If no, comment on arrangements:		
YES ☐ **NO** ☐			

HEALTH & SAFETY INFORMATION		
Method statements and risk assessments supplied by contractor and agreed by Operations Manager	**YES** ☐	**NO** ☐
Contractor supplied with RSM Safety Information	**YES**	**NO**
Other Health and Safety information which the contractor should consult		

HAZARDS AND PRECAUTIONS		
In addition to the matters mentioned in the RSM Safety Information above, are there:- ☐ ☐		
a) any special hazards which may be introduced by the work taking place in this location at this time?	**YES**	**NO**
Please specify ☐ ☐		
b) any special precautions needed before work can commence?	**YES**	**NO**
Please specify		
Name of person responsible for these precautions	☐ ☐	

OTHER PERMITS REQUIRED			YES NO ☐
WORKING AT HEIGHTS ☐	**HOT WORKS** ☐	**CONFINED SPACE** ☐	**ELECTRICAL**
ALARM AND SAFETY SYSTEMS	**HEAVY LIFTING INC MACHINERY**	**OTHER** (specify)	☐

REIGATE ST MARY'S AUTHORISATION	
I approve the works subject to any permits being issued as set out above.	
Signature:	Date:

GENERAL ACCESS PERMIT

ACCEPTANCE BY CONTRACTOR'S SUPERVISOR

***I confirm**:*

- *I understand the scope of the work to be done.*
- *I have read and understood the H&S Information and have given all relevant information to the operatives.*
- *I understand the terms and conditions of any Permits to Work relevant to the work and have explained these to the operatives.*
- *I will ensure that the works will be carried out in accordance with the method statements and the H&S Information.*
- *If a named operative is replaced or additional operatives are brought to site I will notify the site contact.*
- *The contractor will supply all tools to be used in the works.*

Signature: Date:

HAND BACK BY CONTRACTORS' SUPERVISOR *(Delete this section where appropriate)*

*I certify that the work has been *suspended/completed and all workers have been withdrawn. All contractors' tools and equipment have been removed from the work area.*

Name	Signature	Date	Time

Signatures must be legible

DETAILED PROCEDURES

ON ARRIVAL

The Contractor's Supervisor will be issued with the Permit and all Operatives with a Visitors' badge, if during term time. The Site Contact will not necessarily escort the contractor unless other arrangements are specified.

ON LEAVING

Unless other arrangements are specified the Operations manager is to accept the completed form and any associated Permits when ALL operatives involved in the work have left the premises. This hand back is for security purposes only and is <u>not</u> an acceptance of the work by Reigate St Mary's School.

LONG TERM CONTRACTORS

Hand Back may be deleted for long term 'multiple use' permits e.g. Painters.

APPENDIX 13

General Guidance on the Use of Substances Hazardous to Health

Hazard symbols and hazard pictograms

You are probably already familiar with the current CHIP hazard symbols that appear on some chemical labels:

Old CHIP symbols

These symbols help us to know that the chemicals we are using might be explosive, oxidising, highly or extremely flammable, (very) toxic, harmful, irritant, corrosive, or dangerous for the environment. One or more might appear on a single chemical.

These symbols have been replaced by others because the law on chemical classification and labelling has changed.

The new symbols, called pictograms, show similar images just a slightly different shape and colour.

New CLP symbols

You'll see that the harmful symbol is missing. This has been replaced by the exclamation mark pictogram:

This pictogram will refer to less serious health hazards such as skin irritancy / sensitisation.

A couple of new pictograms have also been introduced:

This pictogram reflects serious longer term health hazards such as carcinogenicity and respiratory sensitization, as well as .mutagenics, which are unlikely to be found at Reigate St Mary's.

This pictogram means "Contains gas under pressure"

,
Hazardous substances can include

- Liquids
- Powders
- Fumes
- Solids
- Gases
- Vapours
- Dusts
- Living organisms

These may be

- Toxic
- Irritant
- Explosive
- Reactive
- Allergenic
- Corrosive
- Carcinogenic
- Flammable
- Infective

Routes of contamination

- **Inhalation:** Dust, fume, vapours caused by work process
- **Ingestion:** Contamination of hands, clothes transmitted by eating drinking smoking
- **Absorption:** Contamination of skin or clothing
- **Direct entry:** Contamination of cuts, grazes or injected by sharp object

Management Responsibility

All Staff are to

1. Ensure that all substances and materials used in their areas of responsibility are identified and risk assessed using the relevant manufacturers hazard data sheets for the substances where appropriate.
2. Ensure that there is a suitably competent person available to carry out the risk assessments of all identifiedhazardous substances
3. Maintain a current record of all substances and materials, containing assessments results and all hazard data information
4. Ensure that all staff are aware of the location of the hazard data sheets and risk assessments and that they understand andfollow the safe working procedure for them.
5. Ensure that suitable personal protective clothing is provided and worn where the risk assessment deems appropriate and iscorrect for use with the identified hazardous substance.
6. That the hazardous substances are stored in conjunction with the risk assessment findings.

COSHH based on assessment

"No employer to carry on work liable to expose any employee to any substance hazardous to health unless a suitable and sufficient assessment has been made of the health risk and required control measures". (Regulation 6 COSHH Regulations 1999)

COSHH Assessment

COSHH assessments must be undertaken **before** a substance is used and should include,

(I) An assessment of the risks to health;

(ii) Consideration of the practicability of preventing exposure to hazardous substances;

(iii) The steps necessary to achieve adequate control of exposure;

(iv) Identification of actions needed to comply with regulations concerning,

- the use ofcontrol measures
- maintenance, examination & test of control measures
- monitoring of exposure
- health surveillance
- information, instruction, and training

(v) The measures necessary to ensure safe storage, monitoring of use and disposal of both used and unwanted substances.

An assessment of the risks should take into account:

(i) The type of substance, including biological agents to which staff and pupils are liable to be exposed

(ii) What effect these substances have on the body;

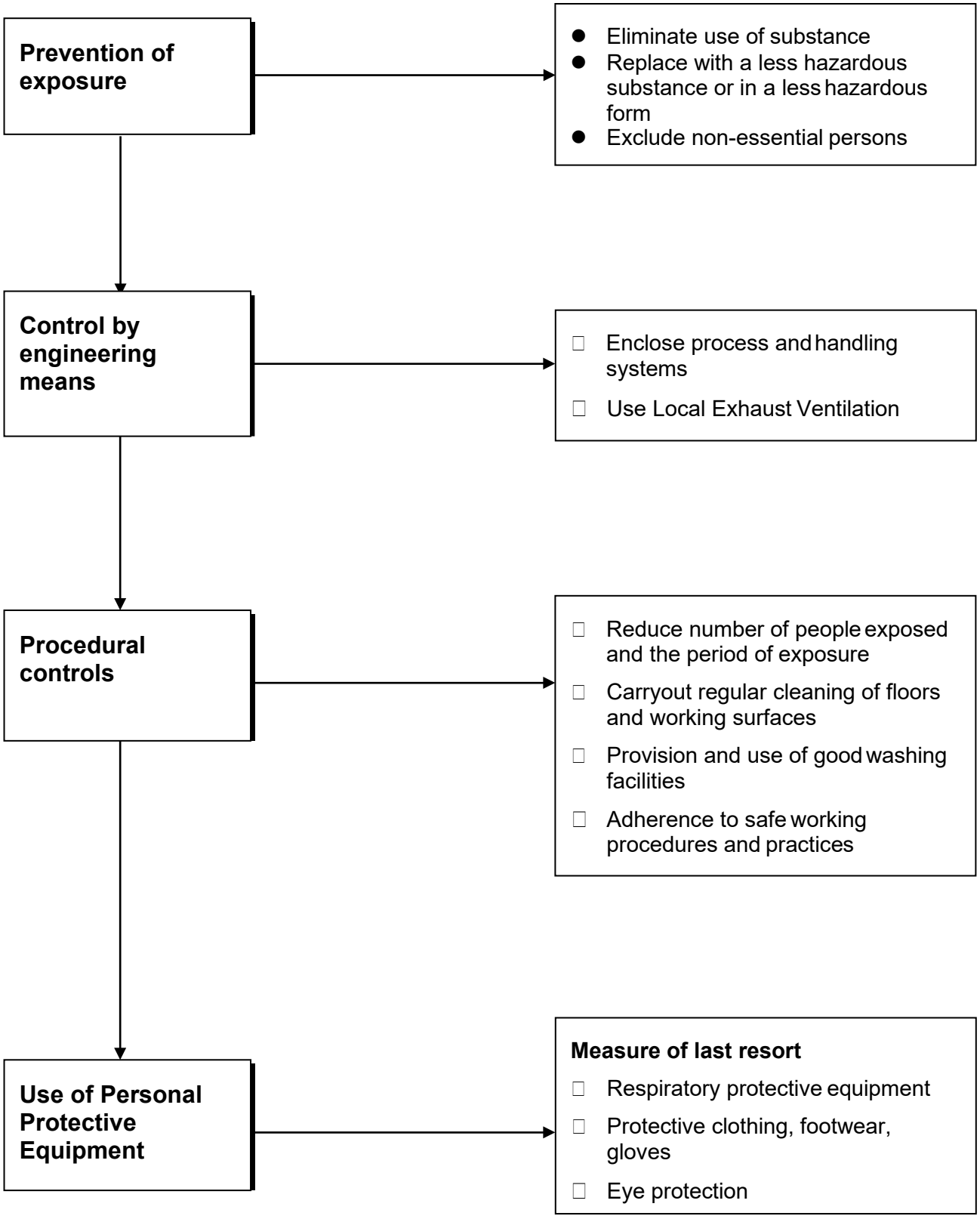
(iii) Where the substances are likely to be present and in what form;

(iv) The extent of likely exposure including any foreseeable deterioration or failure in the control measures adopted;

(v) An estimate of exposure taking account of existingcontrol measures including engineering controls and systems of work

(vi) Comparison of estimated exposure levels with published standards.

Prevention or Control of Exposure



APPENDIX 14

General Guidance on Manual Handling Operations

Manual Handling is "the transporting or supporting of any item or object, including any person or animal, by hand or bodily force." Guidance on whether there is a necessity to carry out a full risk assessment is at the end of this section.

Includes: Lifting, lowering pushing, pulling and carrying

The following staff members have completed Manual Handling Training:

- Stuart Ritchie
- John Foster
- Mark Clifford

Physical Manual Handling Problems

- Sprains ☐ Fractures
- Strains ☐ Trapped nerves
- Crushes ☐ Ruptures
- Bruises ☐ Hernias
- Cuts ☐ Back disorders

Employers duties

- ☐ Avoid need for manual handling operations where possible
- ☐ Make a suitable and sufficient assessment of any manual handling operations
- ☐ Minimise or control exposure to risk of injury

Manual Handling Assessment

- ☐ **Tasks:-** carried out in the workplace
- ☐ **Individuals:** - involved in carrying out the tasks
- ☐ **Loads:** - which are being handled
- ☐ **Environment: -** in which the loads are being handled

Manual Handling Operations

Making Objects Safe to Move

- ☐ Split loads that are excessively heavy whenever possible
- ☐ Bear in mind the centre of gravity of objects when lifting and moving
- ☐ Push or pull objects to get them close for lifting
- ☐ Assess the weight of objects by bearing the weight gradually when lifting. Stop if it feels to heavy
- ☐ Seek help if you consider objects too heavy or bulky to move on your own.
- ☐ Use a suitable mechanical aid if available
- ☐ Do not overload trolleys
- ☐ Take care not to rush when moving objects to avoid straining yourself or putting others at risk
- ☐ Do not let the load obstruct your view. Make sure your route is clear before you start moving anything.
- ☐ Take extra care when carrying objects on stairs

Maintaining a Safe Workplace

- ☐ Store heavy or frequently used objects at waist height.
- ☐ Always use a stepladder or step stool to access items on high shelves.
- ☐ Ensure that nothing obstructs you from lifting objects close to the body.
- ☐ Avoid lifting heavy loads in restricted areas that force stooped postures, by using pulling or pushing techniques.
- ☐ Organise workstation layouts to remove or reduce the need for twisting or bending whilst standing or when seated.
- ☐ Do not try to lift an object when seated.
- ☐ Clear up all spillage's as soon as they occur.
- ☐ Keep all floor space, gangways, walkways and access routes free from obstructions and tripping hazards

Lifting and Moving Techniques

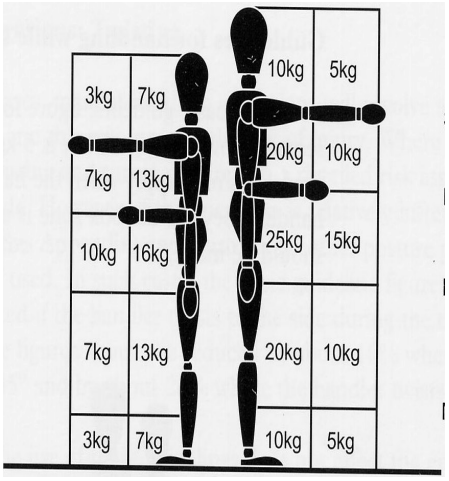
- ☐ Do not lift at all if it can be avoided
- ☐ Make as much use as you can of mechanical appliances to assistyou
- ☐ Think before you lift
- ☐ Stand as close to the load as possible
- ☐ Bend the knees keeping the back in a natural line
- ☐ Ensure that your grip on the load is comfortable and firm
- ☐ Raise your head as you start to lift and look in the directionof travel
- ☐ Lift using the strength in your legs
- ☐ Pull the load in close to the centre of the body
- ☐ Avoid twisting from the waist when holding a load, move your feet to turn in the direction you wish to go or to place the load.
- ☐ Ensure all lifts from floor to head height are split mid-way so that you can change you grip on the object.
- ☐ Do not carry a load under one arm resting on the hip

Guideline Figures for Lifting and Lowering

If the handler's hands enter more than one of the box zones during the operation, the smallest weight figures apply. It is important to remember however, that the transition from one box zone to another is not abrupt; an intermediate figure may be chosen where the handler's hands are close to a boundary

Where lifting or lowering with the hands beyond the box zones is unavoidable, a more detailed assessment should always be made.

THESE FIGHURES ARE FOR GUIDANCE ONLY



MANUAL HANDLING ASSESSMENT FORM			
	YES	NO	CONTROLS
THE TASKS - do they involve:			
Holding loads away from the trunk?			
Twisting?			
Stooping?			
Reaching upwards?			
Large vertical movements?			
Long carrying distances?			
Strenuous pushing or pulling?			
Unpredictable movement of loads?			
Repetitive movements?			
Insufficient rest & recovery periods?			
A work rate imposed by a process?			
THE LOADS - are they:			
Heavy?			
Bulky/unwieldy?			
Difficult to grasp?			
Unstable or unpredictable?			
Intrinsically hazardous i.e. sharp edges			
THE ENVIRONMENT - are there:			
Constraints on posture?			
Poor floors?			
Uneven surfaces?			
Hot, cold or humid conditions?			
Strong air movements?			
Poor lighting conditions?			
THE INDIVIDUALS - does the job :			
Require unusual capabilities?			
Hazard those with health problems?			
Hazard pregnant workers or nursing mothers?			
Require special training or information?			
OTHERS:			
Does PPE interfere with any aspect of the task?			
TOTALS:			
The totals of YES and NO answers should guide you in your evaluation of risk, the more YES answers the higher the risk.			
Is the risk adequately controlled?	YES	NO	
ASSESSOR:		**DATE:**	

APPENDIX 15

Stress Management

Managing Stress at Work

What is stress?

(a) Work-a related stress is ' the adverse reaction people have to excessive pressure or other types of demands placed on them'.

(b) Work-related stress is not an illness, but can lead to increased problems with health if it is prolonged or particularly intense. Stress can involve

- **Physical effects** such as raised heart rate, headache, increased sweating, aching neck and shoulders and lowering of resistance to infection.
- **Behavioural effects** such as increased anxiety and irritability, difficulty in sleeping, poor concentration and an inability to deal calmly with everyday tasks and situations.

(c) These effects are usually short-lived and cause no lasting harm. When pressure recedes there is a quick return to feeling normal.

(d) There is no simple way of predicting what will cause harmful stress, people respond to different types of pressure in different ways. What one person may see as a challenge another person may see as a daunting task. How susceptible we are to stress depends on our personalities, experience, motivation and the support available from managers, colleagues, families and friends.

(e) In general, harmful levels of stress are most likely to occur where

- Pressures pile on top of each other or are prolonged;
- People feel trapped or unable to exert any control over demands placed on them;
- People are confused by conflicting demands made on them;
- People feel there is a lack of appropriate management or supervisory direction and support.

(f) Physical conditions in the working environment can also be stressful and these may include excessive noise, heat, humidity, poor ventilation and lighting, cramped work surroundings and working in isolation.

Legal position

(a) Under general health and safety legislation employers have aduty to;

- Ensure so far as is reasonably practicable that their workplaces are safe and without risk to health
- Carry out risk assessments of the nature and scale of risks to health and safety from their activitiesand provide suitable and sufficient control measures where required.
- Carry out a specific risk assessment

(b) Employers should bear stress in mind therefore when assessing possible health hazards in the workplace, monitoring for developing problems and being prepared to act if harm to health seems likely.

Managing Stress

Employer responsibility

(a) The school is committed to finding ways of reducing work related stress so far as is reasonably practicable. In particular it will seek to develop good management practices and procedures that ensure the problem of work-related stress is understood and taken seriously throughout the organisation.

(b) The school recognises the importance of ensuring that individual staff are not made to feel guilty about their stress problems, but are given encouragement to seek help and support to manage the situation.

(c) This will be achieved through;

- Clear school objectives involving staff contribution where possible
- Good communications
- Good employee support
- Planned and agreed working hours allowing for flexibility
- Work targets that are stretching but obtainable
- Effective systems for dealing with interpersonal conflict
- Referral to the HR department for confidential counselling and medical evaluation.

Employee responsibility

(a) Individuals have a personal responsibility to;

- Plan, prioritise and undertake their work systematically, and to seek advice and guidance from the SLT when faced with what they consider to be conflicting priorities, or deadlines / targets that they feel unable to achieve.
- Inform the SLT and seek to identify any situation where they feel they are unclear about their priorities or objectives.
- Discuss with the Headmaster or Operations Manager during staff development interviews, any situation that is causing undue stress and which may be rectified by training or staff development.
- Support their colleagues if they believe they are experiencing work-related stress.

Workplace Stress Risk Assessment - Guidance Notes For Management

This guidance note provides advice on how to conduct a risk assessment of stress at work in 5 clear stages using the risk assessment form at the end of this section. There is an example of one to follow.

The 5 steps to any risk assessment are:

- Identify the hazards
- Decide who might be harmed and how
- Assess the risk and decide if it is currently causing stress
- Record the findings and decide on any action required to eliminate or reduce stress
- Review the assessment over time

Identify the Hazards

The key work related factors with potential to cause stress related illness (the risk) in the company are:

a. Demands of the job
b. Control of work environment
c. Support
d. Relationships within the workplace
e. Role within organisation
f. Management of change

Decide who might be harmed and how
Some people may be more vulnerable to developing work related stress illness than others. In particular those who:

- have a history of significant or physical health problems
- have been absent work due to work-related stress or difficulties with coping in the past
- have personal difficulties which may be unrelated to work
- are inexperienced in their role
- have a personality type which tends towards over work or being unable to cope with pressure.

You may be aware of some of these factors which will be handled sensitively and in confidence.

A copy of the stress risk assessment form is contained below.

STRESS RISK ASSESSMENT FORM

EMPLOYEE NAME **JOB TITLE** **DATE**

Stressor to consider				
A. DEMANDS	**Problems Identified**	**Possible solutions**	**Priority (H,M, L)**	**Action taken/ By whom / Date**
• Work overload • Long hours • Proper rest and holidays • Inadequate staffing • OTHER		• Prioritise tasks • Look at job design and working practices • Check leave is being properly taken • Is work being taken home? Is the constant communication during off-duty time by e-mail, text and phone? • Cut out unnecessary work and communications • Review workloads and staffing, and enable individuals to plan their work		
• Inappropriately qualified for the job • Over promotion • Skills not recognised – promotion prospects not fulfilled • OTHER		• Make sure individuals are matched to jobs – people can be over and under qualified • Analyse skills alongside the tasks • Provide training for those who need more, e.g. when introducing new technology • Review and consider selection, skill criteria, job summaries, training and supervision • Career planning discussion, training needs evaluation • Monitor workplace policies in practice: discrimination		
• Boring or repetitive work • Too little to do • OTHER		• Job enrichment/job rotation/role review • Assess workstation and work practice for possible solutions • Consider changing the way jobs are done by moving people between jobs, giving individuals more responsibility, increasing the scope of the job, increasing the variety of tasks, or giving a group of workers greater responsibility for effective performance of the group		
• Inadequate resources for task • OTHER		Analyse requirements for any project/task • equipment • staffing • priorities • deadlines		
• Employees experiencing excessive workloads		• Review workload and demands regularly and as an integral part of the		

• Employees working under excessive pressure		performance management process • Support staff in planning their work. Try to establish what aspects of their job they find challenging. Redistribute work or set different work priorities if they are not coping • Check that holiday leave is being taken. • Check management skills and assess training needs		
The psychological working environment • threat of aggression or violence • verbal abuse • poor management practices • OTHER		• Report violence to management • Assess risks, implement controls including investigation of complaints and appropriate training • Monitor absence levels and trends. Compare with other departments, other businesses • Look at the individual and any risk factors that apply to this particular person		
B. CONTROL	**Problems Identified**	**Possible solutions**	**Priority (H,M,L)**	**Action taken/ By whom / Date**
• Not being able to balance the demands of work and life outside work • OTHER		• Encourage a healthy work-life balance • Ensure staff take all their allocated holiday allowance and distribute it fairly across the year • Develop a communications protocol that ensures people have rest time completely free of all work-related messages. Over-anxious people often need to be in constant contact. Over-controlling management tends not to respect off-duty time		
• Rigid work patterns and breaks • Fixed deadlines occurring in different parts of the year • Lack of control over work • OTHER		• Try to provide some scope for varying working conditions and flexible work schedules (e.g. flexible working hours, working from home) • Consult with people to allow them to influence the way their jobs are done, what the real deadlines are and what the priorities are		
• Conflicting work demands • OTHER ☐		• Set realistic deadlines for tasks • Take into account that individuals are different, and try to allocate work so that everyone is working in the way that helps them work best, takes account of their home obligations and makes best use of their skills • Be clear about tasks required		

C. SUPPORT	Problems Identified	Possible solutions	Priority (H,M,L)	Action taken/ By whom / Date
• Return to work system • Sickness and absence management • Managerial support through emotionally demanding work • OTHER		• Policies and systems in place, monitored and consistently applied • Measure trends and changes • Investigate variations • Check management skills and assess training needs • Ensure people have the support they require and access to any specialist advice		
• Inductions • OTHER		• New staff properly inducted, existing staff transferring or promoted or returning to work after long absence also to be inducted • Special attention for young people as required • Mentoring roles • OH/HR support • DDA adjustments in place, reviewed and checked		
• Post disciplinary, grievance or suspension • OTHER		• Support staff as appropriate and in line with ACAS good practice		
D. RELATIONSHIPS	**Problems Identified**	**Possible solutions**	**Priority (H,M,L)**	**Action taken/ By whom / Date**
• Poor relationships with others • Staff complaints or rising absence trends • OTHER		• Investigate causal factors • Provide training in interpersonal skills, non-discriminatory rules and workplace conduct standards • Discuss the problem openly with individuals • Follow complaint procedures • Check management skills and assess training needs		
• Bullying or confrontational communications styles • OTHER		• Encourage constructive and positive communications between staff • Managers should discuss and address bullying and/or confrontational communication styles with member of staff who display these behaviours • Consider training and policy guidance		
• Bullying, racial or sexual harassment • OTHER		• Guidance in standing order on Bullying & Harassments, advice from E&D section • Practise by example and make it clear what behaviours are not acceptable • Provide details of any empirical evidence: absence trends, complaints, etc.		
• Lack of support or fear culture within from		• Support and encourage staff, protect them from reprisals		

management and co-workers • OTHER		• Consider introducing a mentoring and counselling scheme • Investigate and take action as appropriate as soon as possible		
E. ROLE	**Problems Identified**	**Possible solutions**	**Priority (H,M, L)**	**Action taken/ By whom / Date**
• Clear lines of accountability and responsibility • OTHER		• Ensure good communication systems exist and are in place from top to bottom • Ensure employees have a recent IPDR • Set management standards to ensure best practice in: clarity of job function, responsibility for staff management and welfare • Make it clear to staff that management will try to ensure that their problems will be handled sensitively and at the appropriate level of management		
• Lack of communication and consultation • OTHER		• Communicate clear business objectives • Aim for good communication and close employee involvement, particularly during periods of change or high pressure		
• A culture of blame when things go wrong, denial of potential problems • Failure to recognise success • OTHER		• Be honest, set a good example, and listen to and respect others • Acknowledge and reward successes		
• A culture that considers stress a sign of weakness • OTHER		• Approachable management which wants to know about problems and will try to help to resolve them		
• An expectation that people will regularly work excessively long hours or take work home with them • OTHER		• Avoid working excessively long hours • Lead by example • Check management skills and assess training needs • Schedule work in a way that allows recovery time after unavoidable busy periods		
F. CHANGE	**Problems Identified**	**Possible solutions**	**Priority (H,M,L)**	**Action taken/ By whom / Date**
• Fears about job security / grading • Poor communication – uncertainty about what is happening • Not enough time		• Provide effective support for staff throughout the process • Consult with staff likely to be involved in a change of management programme – fear and uncertainty can lead to increased anxiety,		

allowed to implement change • Inexperience/fear of new technology • Lack of skills for new tasks • Not enough resource allocated for change process • Other personal fears, relocation • OTHER		unfounded gossip, poor employment relationships and increased absence • Getting together as a team can help people to feel less isolated with their concerns • Ensure effective two-way communication throughout process – knowing exactly what is going to happen when can help people feel less anxious about a change • Consider training needs – do people have the tools and skills to effect change? • Consider changes in teams or work environment – a small change, e.g. a different positioning of desks, can have a major impact on communication and work relationships to help people not to feel isolated		

Assessment conducted by:

NAME **JOB TITLE** **DATE**

_____ _____ _____

AGREED REVIEW DATE:

REVIEW COMMENTS:

APPENDIX 16

General Guidance on Lone Working

1. A Lone Worker is defined as a person who whilst at work has neither, visual or audible communication with someone who can summon assistance, but excludes those who work alone off-site.

2. It is inevitable that at certain times, staff will find themselves working alone. These occasions can occur, for example, at the beginning and end of working periods, during holidays, during the night and at weekends.

3. Whilst there is no overall legal prohibition on working alone, the general duties of the Health & Safety at Work Act and the specific duties of the Management of Health and Safety at Work Regulations still apply.

4. These require the identification of the hazards of the work, assessment of any significant risks involved, and devising and implementing safe working arrangements to ensure that the risks are either eliminated or adequately controlled.

5. Lone working should not be undertaken where there is a reasonably foreseeable risk that the work might result in an accident which would be sufficiently serious to require a second person to be available to summon help or provide assistance.

6. Situations Where 'Lone Working' Is Prohibited By Law

The following examples specify systems of work, which require more than one person.

- Entry into confined spaces such as tanks, manholes, pipes, flues, ducts, ceiling voids, enclosed basement rooms, and other spaces where there may be inadequate natural ventilation or restricted access.

- Use of ladders which cannot be secured and require "footing" by a second person or the use of high step-ladders, i.e. those designed to reach above two metres or provide access to a place of work which is above two metres.

- Erection and disassembly of scaffolding and access towers including the moving of such items where there is provision for the physical movement of the assembled structure whether by powered assistance or not.

7. Use of specified dangerous machines

Persons are prohibited from working alone at certain types of machines unless they have received sufficient training in work at those machines. Examples of these are:

- Woodworking machines,
- Dough mixers,
- Metal milling machines,
- Guillotine machines (both powered and manual),
- Slicing machines used in catering (both powered and manual),
- Hydraulic and pneumatic power presses,
- Food mixing machines when used with attachments for mincing, slicing, chipping or any other cutting operations or for crumbling.

6. Establishing safe working arrangements for lone workers is no different from organising the safety of other staff. The obvious question that has to be asked is whether the risks of the work can be adequately controlled by one person, or are more people necessary?

7. Lone workers should not be exposed to significantly higher risks than others who work together. Precautions should take account of normal working conditions and foreseeable emergency situations, e.g. fire, equipment failure, illness and accidents. All situations where staff may be working alone should be identified and the following questions asked.

(a) Will situations that are legally prohibited arise?

(b) Does the workplace present a special risk to the lone worker?

(c) Is there safe access and exit for that person?

(d) Can one person safely handle all the plant and equipment needed?

(e) Can all the substances and materials involved in the work be handled safely by one person?

(f) Will there be a risk of violence ?

(g) Are those working on their own at particular risk?

12. Lone Workers should be capable of responding correctly in emergency situations.

13. Suitable systems should be devised to monitor the conditions of Lone Workers and include at least a check at the end of the working period.

14. Procedures where regular contact between the Lone Worker and a member of supervisory staff or the caretakers office is maintained using either a telephone or radio.

15. At times where there is no one else on the school site the Lone Worker should arrange for telephone checking of his/her safety, and an agreed time that the Lone Worker should have finished at the school and be back in contact with family or friends.

APPENDIX 17

General guidance on Safety Committees

Members of the Health and Safety Committee 2024-25

Chairman	Roisin Gibbs	Operations manager RSM
Secretary	Sophie Risely	Headmasters P.A. RSM

Mr Ed Wheeler	School Governor responsible for Health and Safety
Helena Briggs	RGS Group Bursar
Stuart Ritchie	Maintenance RSM
Jane Norris	Office Manager
Nicola Tulley	Lower School TA & Wraparound Care Manager
Rob Forsyth	Head of Games
Jana Lukacova	Medical Officer
Denise Lowles	Chef
Sam Selkirk	Head of Lower School and Early Years
Kate Gibb	Assistant Head – Academic
Pippa May	Assistant Head – Lower School