



**Health and Safety Procedures**  
**Agape Multi-Academy Trust**  
**Autumn 2024**

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# Asbestos Management Plan

## **Aim:**

To effectively manage asbestos in our school to ensure that no person, whether staff, pupil, contractor, volunteer or visitor, is avoidably exposed to the risks associated with asbestos.

## **Reference documents:**

- Wokingham Borough Council Asbestos Management Guide
- HSE “Asbestos Kills: Protect yourself!” document
- Department for Education “Managing Asbestos in your school”
- Asbestos Awareness document

## **Method:**

- Schools will be surveyed for asbestos by a qualified and competent contractor. The survey contains maps and descriptions of all ACMs (Asbestos Containing Materials) and is held in the Caretaker’s office.
- As a warning, a red dot marker will be placed on all known ACMs on or in walls, ceilings and pipework.
- Staff whose work might bring them directly into contact with ACMs will receive training in the risks and precautions to take as part of their induction training.
- All staff will receive training in asbestos awareness.
- ALL contractors must sign the contractor’s signing in book at reception and be issued with a copy of the “Contractors working on site” information and safety advice leaflet which confirms the presence of Asbestos on site. They are also shown the Asbestos survey prior to commencing works.
- All staff who may do maintenance on the buildings are trained in this procedure and can access additional training through their line manager. This may take the form of an online course
- A formal visual check of main areas will be included in the monthly health and safety inspection by the site team.
- No work is to take place on site that will affect or disturb Asbestos by any member of staff. Any works required where asbestos is present must be assessed as to whether it is reportable, reported if required and carried out by a qualified contractor. A review of the risk assessment must be carried out prior to any asbestos related works taking place.

## **In the event of Asbestos being disturbed:**

- The area is to be evacuated.

- Premises team, Headteacher and Estates Manager to be informed immediately.
- People exposed should be encouraged to shower fully dressed to wash off and dampen down any fibres on their clothing. Clothing should be removed after this if possible and placed in a sealed bag to be cleaned by a specialist cleaning company. Local GP or emergency services should be contacted for next steps of decontamination or medical help.
- The relevant local authority and the HSE must be informed.
- A specialised contactor must be called to make the area safe and deal with the Asbestos, leaving the area safe to use thereafter.
- Medical advice should be sort for everyone exposed.
- An Incident review to take place after the incident, including a risk assessment review.

**Planned Works:**

- All planned works are assessed to see if they will interrupt any Asbestos areas.
- Works in areas with Asbestos will need a Type 3 Asbestos survey completed before work commences.
- Only qualified and registered Asbestos removal teams are allowed to complete work on site after submitting their risk assessments and method statements.

# Contractors

## **Reference Documents:**

HSE – Managing Contractors “a guide for employers”

HSE – CDM regulations 2015

Permits to Work

Asbestos

**Aim:** To ensure that Contractors visiting or working on site are competent, qualified, insured and are made aware of the school’s safety procedures including the presence of Asbestos on site if appropriate to their work.

## **Method:**

- Contractors are vetted by the site and finance team to ensure they are appropriate and able to complete the task they are being brought in to carry out.
- In the case of large works, like CIF projects, a project managing company may be brought in to help the vetting, tendering and procurement of contractors. Larger jobs with multiple contractors require the school to follow the CDM (construction design and management) regulations for reportable works with appointment of specific tasks to manage the works safely from design to completion with the appointment of a principal contractor.
- All Contractors must sign in at reception and read the Fire rules that apply to them and about Asbestos awareness around the site before being issued with a pass.
- Contractors commencing work on site must be met by a member of the Premises team and required to read the site asbestos survey if working in an affected area. (documentation kept in Reception)
- After signing in to reception, contractors should be escorted to the location of works and any hazards noted along with being told what to do in case of emergency and shown relevant evacuation points
- No work that might put staff or students in danger should take place within school hours where possible and risks managed to an acceptable level of disturbance if this is not avoidable through use of fencing and barriers. This may mean redirection of walkways to prevent access to areas of works.
- Contractors should not be left unattended on site within teaching hours unless they have a DBS check on record with the school and have been made aware of the school evacuation procedures. These Contractors will wear a recognition lanyard as a visual cue to staff. Contractors without a DBS will need to be accompanied at all times.

- Contractors undertaking works must provide the appropriate documentation for their works under CDM, working with a designer for the project or taking on that role in a 'design and build' project. Working with the client (usually the school site manager or estates manager) to ensure safety, welfare, reporting and notifications as required.
- Contractors working in areas with Asbestos (please refer to Procedure "Asbestos Management Plan") must be shown the areas where asbestos is present that relate to their works and must also be shown the asbestos survey.
- Contractors, where applicable, will need to file a "permit to work" for any works that are deemed high risk and require it. See 'Permits to Work' for full details.

# COSHH (Control of Substances Hazardous to Health)

**Aim:** To ensure the safe storage and use of Chemicals

**Reference documents:**

CLEAPSS – Science and Technology in Schools

HSE – Working with Substances Hazardous to Health

Legionella Risk Assessment

**Method:**

## 1. What is COSHH

The Control of Substances Hazardous to Health Regulations 2002 (COSHH) provide a framework to help employers protect people in the workplace against health risks from hazardous substances. These may be paints, cleaning materials and chemical reagents used directly in the work, or they may be dusts, fumes and waste products which arise from the work; others may occur naturally, such as legionella in water systems.

## 2. Control of chemicals

Chemicals are purchased for specific tasks and chosen for their suitability. This process includes asking the questions: can the process be done differently to avoid the use of chemicals? Can a safer chemical be used or a safer form of the same chemical?

An assessment of chemicals is completed by the school using the chemical data sheet provided by the supplier, laying out uses, hazards, PPE required, Storage, etc.

Chemicals are stored in safe and locked locations around the site.

Staff are trained in their safe use by provided training courses and toolbox talks with senior staff

Suitable PPE is assessed and provided for use.

## 3. Cleaning and Catering

These are outsourced to external contractors

Copies of their Data sheets are kept on site.

Staff are trained in their use by their employers

## 4. Science and Technology

Teaching is carried out by qualified staff with suitable levels of supervision

Departments use CLEAPSS, or other suitable providers, for all their COSHH assessments and lesson planning

Copies of CLEAPSS information is given out with chemicals at each time of use.

## 5. Caretaking

Chemicals used by the Site teams are COSHH assessed with data sheets kept in the COSHH file.

Site team are trained at induction about safe use of chemicals and where to find and access COSHH information.

## 6. Coming into contact with chemicals

Chemicals, biological agents, dust, and any other substances are defined into 5 categories

Harmful

Toxic

Very Toxic

Irritant

Corrosive



Exposure to chemicals is via contact in one or more of the following ways

**Inhalation:** commonly with dusts, gases, fumes and vapours.

**Skin contact or absorption:** probably the second most common mode of exposure.

**Ingestion:** usually accidental when eating, drinking or smoking.

**Injection:** usually accidental when handling needles, pressurised tools, etc.

The COSHH assessment and data sheets will give the best cause of action to follow in the event of contact and this should be followed promptly, seeking medical advice if required

## 7. Spillages

These should be cleaned up promptly. The method of removal is available on the COSHH assessment. An assessment of the size of spillage and the nature of the chemical should be made, and appropriate measures taken to prevent access. This will mean PPE for those undertaking the task, possible erecting of barriers, increased ventilation, and/or closing off the area until safe to re-enter.

## **8. Health Surveillance**

It may be necessary for the benefit of employees to undertake health surveillance where the following is likely, or of concern to either the employee or the School's Management:

There is a disease associated with the substance e.g. [AsthmaMicrosite](#), [DermatitisMicrosite](#), Cancers

It is possible to detect the disease or adverse change and reduce the risk of further harm.

The conditions in the workplace make it likely that the disease will appear.

Consultation and checkups by a suitable health care professional can be arranged and all possible measures taken to avoid the risk in the first instance.

Records will be kept by the school and trends assessed as part of the ongoing management of health and safety at the school

## **9. Radioactive materials - for Science**

Access is limited by lock. Access restricted to authorized staff.

Each school must have a designated radiation officer to manage the materials kept.

Materials are kept in suitable storage containers that comply with current regulations and guidance.

# Display Screen Equipment

**Aim:** The Trust endeavours to make the use of display screen equipment and workstations as safe and comfortable as possible for its staff.

Users are described by the HSE as “Workers who use DSE daily, for an hour or more at a time. The regulations don’t apply to workers who use DSE infrequently or only use it for a short time.”

For the majority of staff, it is rare for them to use a set workstation for a full hour and as such they are infrequent users however, the Trust invites all staff to assess their workstation if they feel it is appropriate.

## **Reference documents:**

Wokingham - Model Health and Safety Procedure - Display Screen

HSE - Working Safely with Display Screens regulations 1992

Online assessment - <https://vduhealthandsafety.rossiterandco.com/vduhealthandsafety.html>

Eye Test Claim Document

## **Method:**

### **1. Workstation assessment**

Each year staff are invited to fill in a Display Screen Equipment online assessment. This is to allow staff to ensure their own area of work is suitable for their needs. It also helps gain an understanding of the possible negative effects to health by poor positioning, equipment, lighting etc.

All staff are emailed a link annually for an online assessment form created by the Trust.

## **Review**

Completed forms are returned to The PA to the Head Teacher (HR and Finance Officer at Altwood) for review and to be kept on staff files

Reviews are done by the Site & IT Teams and any reasonable actions are then taken to adjust the DSE if possible, with consultation of the member of staff who uses the DSE.

### **3. Users**

DSE users are entitled to eyesight checks paid for by the school, and a claim form for employees is provided upon request.

Each school will provide suitable workstations and equipment to help users work in a comfortable and ergonomic position. Orders can be placed via finance once approved by their line manager.

# Driving for Work

## **Aim:**

To ensure all employees who drive on Trust business, regardless of whether the vehicle is Trust owned, hired, leased or privately owned, do so in a safe manner, in a safe vehicle with the support of the Trust. Where Minibuses are concerned, please see the minibus procedure for transporting pupils.

This policy is for those using vehicles on the public highway for business use other than commuting to and from their normal place of work.

Examples of driving for work.

- Picking up materials or other goods from shops/merchants
- Driving between sites
- Transporting students
- Driving to training courses

## **Reference documents:**

<https://www.gov.uk/driving-medical-conditions>

Driving ~ Occupational Road Risk - Policy and Guidance – Wokingham council

Road Traffic Act

## **Method:**

### **Permission**

- “Driving for work” must first be agreed with the member of staff’s line manager, who is to ensure that copies of relevant documentation are valid and kept with HR (driving for work is not compulsory for most roles within the Trust)

### **Insurance**

- The Trust’s insurance policy does not cover staff using private vehicles for work; it is the employee’s own car insurance that applies. Private car insurance cover must include business use / occasional business use in addition to ‘social, domestic and pleasure’. It is the responsibility of the employee to make their insurer aware of their vehicle use, including the carriage of other members of staff / pupils, the amount of business mileage and to properly declare the requirements of their car insurance and all other required information.

### **Driving Licence**

- Employees and others required to drive on Trust business must be in possession of a full valid driving licence, with all current penalty points and convictions declared
- Where points or convictions are received, the Trust will review each case individually on an employee's suitability to continue to drive for work.
- It is the employee's responsibility to report convictions and points to the school if they are driving for work

## **Vehicles**

- vehicles used for work purposes, irrespective of who owns them, conform to road traffic legislation, are suitable, safe and properly maintained with a current MOT and road tax

## **Risk assessment**

- a risk assessment for work-related driving activities is completed and shared with the driver

## **Medical Conditions and Disabilities**

You must tell the DVLA and School if you drive the minibus and:

- You develop a 'notifiable' medical condition or disability.
- A pre-existing condition or disability has worsened since receiving your licence.
- Your licence has been removed for any reason.

The DVLA state that you could be fined up to £1,000 if you don't tell DVLA about a condition that might affect your ability to drive safely. You could also be prosecuted if you have an accident.

Notifiable conditions are anything that could affect your ability to drive safely. They can include:

- diabetes or taking insulin
- syncope (fainting)
- heart conditions (including atrial fibrillation and pacemakers)
- sleep apnoea
- epilepsy
- strokes
- glaucoma

Special care must be taken over the use of any medication, prescribed or otherwise, which may affect driving ability.

## **Transporting pupils**

When transporting pupils, the additional information in the minibus procedure should also be reviewed and considered along with the Trust's safeguarding policies

# Electrical Safety

**Aim:** To ensure the safety of staff, pupils, contractors, visitors and property with regard to electrical supply, fixed wiring, fixed appliances and portable appliances.

**Reference documents:**

- Wokingham Schools - Electrical Safety
- HSE - The Electricity at Work Regulations 1989
- PAT testing schedule
- Fixed Wire Testing regulations and certificates

**Method:**

**1. Risk Assessment**

A risk assessment for electrical safety will be completed by the H&S officers for the School and Trust and reviewed annually.

**2. Fixed wire testing**

Fixed Wire testing checks the integrity of the internal wiring around the school from supply through distribution boards to points of use (sockets, lights, fixed appliances etc.)

All buildings should be tested at least every 5 years.

Fixed wire testing is carried out by a qualified contractor and overseen by the Site Controller

Faults detected, where possible, should be put right at the time of testing.

All faults will need correcting in the advised amount of time.

**3. PAT Testing**

PAT (portable appliance testing) tests the integrity of all wired appliances that have a lead and or a plug of any kind.

Testing includes a visual check of the appliance, casing and wiring for wear, and testing for earthing and wiring faults where required.

Testing at Schools is carried out by a competent person, with this proved by completion of either an online course or a half day course at an approved supplier, or by a competent external contractor.

PAT testing equipment is serviced as per the schools PAT testing schedule with higher risk items tested more often than lower risk items

#### **4. Installation**

All new installations are completed to current regulations and modifications to old equipment will require that they are brought up to current standards.

Large works are planned and will require shutting down areas to make it safe to work on the supply. Planning will be done with the approval of the Head Teacher prior to commencing work.

The replacement of light fittings, sockets and data infrastructure is carried out by a competent person. Competence is checked and monitored by the Estates Manager.

Any new installation is either installed by a qualified electrician or is checked and signed off by an approved and qualified contractor where it is acceptable and certificates issued. Copies of qualifications and insurance are kept by the Estates Manager

#### **5. Staff training**

Staff are trained in general safety in the workplace at induction. An annual reminder is given at the start of term or at a staff briefing.

Site team members undertake health and safety training appropriate to their job role. They also have regular toolbox talks and pre works briefings by the Site Controller/ H&S officer.

Technology technicians undertake annual workshop safety training .

# First Aid

**Aim:** The School will provide appropriate levels of qualified staff and equipment for the safe operation of the school, fulfil our obligations under the Health and Safety: First Aid Regulations 1981, and follow recommendations made by the HSE and Department for Education (DfE).

## **Reference Documents:**

- Health and Safety regulations 1981
- DfE - Supporting pupils at school with medical conditions document
- Wokingham Borough Council - First Aid for Schools document
- Wokingham Borough Council – Assessment of First Aid Needs
- First Aid at Work Qualification (FAW)

## **Method:**

The school assesses its first aid needs via risk assessment. This is reviewed annually and may be reviewed after any major incidents.

The school aims to have a minimum of 2 FAW qualified staff on each site during normal school hours. On a normal day this figure is normally exceeded.

A list of qualified first aiders is kept up to date by student service and is published in the “Staff Handbook” or in an easily accessible place for staff to find on-line.

First Aid provision is available during the school’s main operational hours.

First aiders have the following responsibilities at the school:

- To give first aid to the best of their abilities when called upon to do so.
- To summon help if required
- To follow the school’s safeguarding practices to protect the students and themselves.
- To report all first aid treatment given
- To restock any first aid equipment used
- To maintain their qualification by arranging with the school appropriate courses and attending as required
- First aid stock is checked monthly by Student Services and topped up as needed.
- First aid kits are taken on every school trip. These are checked in and out by Student Services and replenished as needed. Where possible, each trip has a first aider with them and may need to include any special medication requirements for particular students.

- Defib units are available at the schools and training is given and recorded periodically for staff wanting to attend. Defib units are registered online and subject to periodic checks and maintenance.
- Additional training for EpiPen use and diabetes occurs every year and is available for all those that want the training.
- Student services keep a supply of additional medication for children who require it. This is locked away when staff are not present.
- School trips take at least one first aider with them and most venues also supply first aid facilities and personnel. Each trip takes out a first aid kit along with any personal medication for specific students as required. First aid boxes are checked before and after the trip by student services.

# Legionella

**Aim:** to minimise the risk of Legionella bacteria in the school's water supply and reduce the risk of an outbreak of legionnaires disease

**Reference documents:**

- Legionnaires disease – The Control of Legionella Bacteria in Water Systems L8
- Monthly water temperature testing and descaling
- Wokingham schools – Control of Legionella

**Method:**

Legionnaires' disease is a lung infection you can catch by inhaling droplets of water containing legionella bacteria, from things like air conditioning, showers, and hoses. Legionella builds up in areas such as “dead legs” in pipework (a length of pipe that allows water to pool with no flow such as capped or pipework to outlets that have been removed.). Legionella outbreaks are rare but can be very serious.

## 1. Water systems

A dead leg is an area of pipework that is capped off with water allowed to sit in the pipework, where bacteria can breed and then exit back into the rest of the water system.

All members of the site teams are aware of the importance of eliminating dead legs in pipework. Works by the Site Teams or external contractors are overseen by the Estates Manager to ensure no dead legs are created and that any found during works are either removed or are flushed and recommissioned.

Aircon units are cleaned and serviced twice a year by an approved contractor

Evaporative condensers are cleaned and disinfected twice yearly by site staff.

## 2. Risk Assessment

Schools choose to use an external competent contractor to undertake Legionella risk assessments although the school still has a duty to ensure this is suitable and sufficient and is managed correctly.

The risk assessment is reviewed every 2 years.

Piggott: This was last undertaken by Aquacare in January 2023

Altwood: This was last undertaken by Aquacare in January 2023

## 3. Monitoring

Monthly monitoring is done by an external contractor including monthly water checks. Water storage tanks are cleaned annually by the same contractor.

After periods of shutdown, all outlets are flushed by the site team prior to the site re-opening. Over long periods of lockdown or closure it may be necessary to flush outlets weekly to prevent legionella buildup.

#### **4. Extended close down**

At times it will be necessary to shut down hot water services while the school is not in use to reduce costs. In this down time, where buildings and outlets are not used frequently and water is not used for more than a week, all outlets must be flushed including hot outlets that will now be cold.

Once the building is back in use, temperatures must be checked on the hot water systems to ensure full temperature is achieved and that the outlets are thoroughly flushed through at temperature.

# Lone Workers

**Aim:** To protect staff who work alone as part of their duties. This mainly affects, but is not limited to, the Site Team members and Key Holders.

## **Method:**

Where possible, staff are encouraged to not work alone and to keep a good work life balance. However, some duties and during some times of the day, working alone is unavoidable. Where this is the case affected staff are advised to do the following:

## **Work Safely:**

- Higher risk tasks that are non-urgent should be left until other staff are on site. These include for example, electrical works, working at height, working with chemicals, heavy lifting, working in confined spaces etc.
- Make sure someone knows you are working; this can be another member of staff or someone at home. They should know when you are expecting to work and when you plan to finish. Arrangements should be made for contact at this expected time and in the event of no contact a senior member of staff should be alerted.
- Mobile phones are an effective way of summoning assistance when lone working and should be kept on your person where possible.

## **Known lone working jobs:**

- Early opening: on occasions where only one member of staff is present at the opening of the building, staff will ensure they always have a mobile phone with them and will not commence any physical work other than opening the building before others are present on site.
- Late closing: on some occasions it is necessary for staff to lock up on their own. Where this cannot be avoided, they are to ensure someone, either a family member or member of staff, knows where they are and what time they should finish. Upon finishing, contact will be made by returning home or calling to communicate that all is well.

Staff lone working need to ensure that the person they are in contact with has some means of summoning help for them should they remain out of contact or the contact details for someone outside the school.

- Alarm call outs – Staff to ensure they have a mobile phone with them and that someone knows they are going to the school as above. Confirmed alarms (those that set off multiple alarms) automatically summon the police as well, reducing the risk. Staff are not to put themselves in danger by confronting intruders and the police should be summoned. This may mean staying in the car until help arrives.

- Holiday working – Site contact details are displayed at reception and works are planned in advance to minimise the need for lone working. At least one first aider should be on duty with their contact details also at reception in case of any accidents.

# Manual Handling

**Aim:** To reduce the risk of manual handling related injuries

## **Reference Documents:**

- HSE publication: Manual Handling at Work
- Wokingham Schools Manual Handling – Inanimate Objects

## **Method:**

### **Those at Risk**

The school will identify those whose job roles involve manual handling tasks and provide appropriate training.

All staff are encouraged to complete basic training in health and safety including manual handling.

### **Visual risk assessment**

Before attempting any manual handling task, a quick visual risk assessment should be conducted considering all the sections below.

### **Can it be avoided?**

Where possible manual handling should be avoided by eliminating unnecessary tasks or by arranging deliveries direct to end locations.

### **Reduce the risk.**

Where manual handling cannot be avoided, the risk should be reduced where possible

- Can large objects be split into smaller parts to reduce the load?
- Can a trolley be used?
- Can a lift be used ?
- Does the task require more than one person?

Extra care should be taken when doing the following and avoiding and reducing the risk should be considered:

- Lifting objects above shoulder height
- Lifting objects from the ground

- Lifting heavy object
- Lifting large objects
- Lifting objects with an uneven load
- Carrying objects for an extended period

Consider your route

- How far do you have to travel?
- Is the route on even surfaces?
- Are there stairs, doors or other obstacles?
- Can it be done at times of less foot traffic in that area?

### Lifting Safely

Care should be taken to lift objects safely; the following diagram offers some advice on good practice when lifting. If you are unsure how to lift an object safely do not attempt it and seek advice.



# Minibus Driving

## Aim

Ensuring the school's high standards are met when transporting pupils, staff and volunteers in the Minibus.

Providing further opportunities for pupils to travel between the school sites to assist with learning activities.

Providing further opportunities for pupils to access competitive sport through ease of travel to relevant fixtures, tournaments and festivals.

## Reference documents:

<https://www.gov.uk/driving-medical-conditions>

Road Traffic Act

Minibus Risk Assessment

## Method:

### **1. Driving the minibus and authorisation**

- Schools will provide full training for each person authorised to drive the minibus, regardless of any licences held. Only authorised personnel who have completed the training may be issued with keys to the minibus.
- The School will ensure that the minibus has regular safety checks, carried out by a competent person, in addition to annual MOT, servicing and more regular safety checks conducted by drivers prior to each journey.
- The School will ensure that the vehicle has been properly taxed and insured for use.
- It is the driver's responsibility to ensure that the minibus is in safe condition for use prior to departure. The checklist must be completed before commencing any journey (please see checklist) and any defects reported immediately
- The School will monitor these forms and it is the driver's responsibility to ensure that both they and the pupils are properly briefed on the risk assessment before departing.
- Where necessary, and particularly for long journeys, a second driver should be in accompaniment.

### **2. Medical Conditions, Disabilities and Penalties**

You must tell the DVLA and School if you drive the minibus and:

- You develop a 'notifiable' medical condition or disability.
- A pre-existing condition or disability has worsened since receiving your licence.
- You gain points on your licence since the school last received a copy of it.
- Your licence has been removed for any reason.

The DVLA state that you could be fined up to £1,000 if you don't tell DVLA about a condition that might affect your ability to drive safely. You could also be prosecuted if you have an accident.

Notifiable conditions are anything that could affect your ability to drive safely. They can include:

- diabetes or taking insulin
- syncope (fainting)
- heart conditions (including atrial fibrillation and pacemakers)
- sleep apnoea
- epilepsy
- strokes
- glaucoma

Special care must be taken over the use of any medication, prescribed or otherwise, which may affect driving ability.

### **3. Roadworthiness of the minibus**

- Checks will be conducted prior to each use of the minibus by the driver
- Additional weekly maintenance and safety checks will be conducted by a relevant member of the premises team to check tyres, coolant levels etc.
- A nil-reporting procedure is in place on this vehicle, requiring the results of the check to be recorded even where no faults are found. If a check has not been completed, the minibus may not be driven.
- If a fault or issue is detected, the minibus may not be driven until this is rectified.

### **4. Provision and use of seat belts**

- The minibus must have seat belts fitted to all seats. These should, as far as possible, be lap and diagonal belts, but where this is not feasible lap belts should be fitted. New minibuses must not have any sideways facing seats.
- Seat belts should be worn at all times. Legally, adults are responsible for wearing seatbelts themselves.
- It is our policy that all passengers wear seatbelts, regardless of age.

## **5. LOADING OF MINIBUSES**

The number of people and the weight of luggage carried must not exceed the maximum limits specified by the manufacturer of the vehicle. If a large amount of luggage is to be carried it may be necessary to reduce the number of passengers in order to remain within the maximum loading limits. All luggage that may shift due to the movement of the vehicle must be safely secured prior to departure.

## **6. Speed limits**

Minibuses are subject to lower speed limits than cars on some roads. The relevant limits are:

## Minibus Speed Limits

Built-up Roads	30 mph (unless signed otherwise)
Single carriageway	50 mph (unless signed lower)
Dual carriageway	60 mph (unless signed lower)
Motorway	70 mph (unless signed lower)
Motorway	60 mph (if the minibus is longer than 12 metres)

- The School does not take any responsibility for speeding fines collected by drivers using the minibus.
- Any speeding fines collected whilst using the minibus or their own private car will result in the driver being unauthorised to drive the minibus. All speeding fines must be reported to the Finance Manager or Head teacher's PA.

## 7. Journey and driving times

- Tiredness of the driver has often been a significant factor in accidents involving minibuses. The presence of a second driver should always be considered both on account of possible incapacity of the first driver and also because of tiredness on long journeys.
- There are legal requirements relating to driving times. The maximum number of hours that a driver may drive in any 24-hour period is 9 hours subject to a weekly maximum of 56 hours. Every driver must take a continuous rest period of at least 11 hours in every 24 hours.
- The driver should not be tired or unwell at the start of a journey.
- It is good practice for the maximum continuous period of driving not to exceed two and a half hours and for this to be followed by a minimum break of 10 minutes out of the vehicle. Time spent in motorway type hold-ups should count as part of the driving period, as should any period spent driving to pick up passengers. The following table from ROSPA has been adopted by Agape Trust:

### Recommended Driver Hours for Drivers

	Driving only	Driving + Other work
Max. length of working day*	13 hours	10 hours
Of which, spent driving	9 hours	4 hours
Maximum time driving without a break from work	2 hours or sooner if tired	2 hours or sooner if tired
Minimum length of break	15 minutes	15 minutes
Daily rest period	11 hours	11 hours
Weekly rest period	45 hours	45 hours

\* Taking account of other work undertaken before starting a journey.

\*\* After 4 1/2 hours of driving, the accumulated length of breaks from driving should be at least 45 minutes.

## 8. Consumption of alcohol

**It is an absolute rule that a driver does not consume any alcohol or drugs during or in the 8 hour period before any journey.** Since blood alcohol level should be zero during all driving activities, care should be exercised if consuming alcohol even on the previous day. Care should be taken with any prescribed medication. The School advises drivers to check any medication they are using with their GP before confirming that they are able to drive the minibus as penalties for drug driving, or for being unfit to drive due to drugs or medicines, are the same as for drink driving.

## **9. First aid and emergency procedures**

- The driver, if travelling alone with pupils, must be First Aid trained
- A First Aid kit is kept in the minibus. Should the need arise to carry out any First Aid, the vehicle should be stopped at a safe place and all passengers asked to exit to a safe distance.
- If First Aid items are used from the First Aid Kit, it is the responsibility of the First Aider to ensure the kit is re-stocked on return to school.
- If a vehicle is involved in an accident:
- Make sure all passengers exit the vehicle to a safe distance and, if necessary, summon the emergency services for assistance.
- Obtain the registration number(s) and insurance details of any other vehicle(s) involved.
- Take the names, addresses and, if appropriate, vehicle registration number of any witnesses and the number and base station of any Police Officer who attends
- Write down, as soon as possible after the accident, all relevant details in a precise manner.
- Inform the school as soon as possible.
- Do not talk to the media.

## **10. Pupil Behaviour.**

Poor behaviour can lead to distraction of the driver and could lead to an incident/accident if not managed

As driver you will:

- Brief the passengers on the behaviour you expect (this can be done by an accompanying teacher)
- Control the level of behaviour in the bus during the journey.
- Stop the bus and reiterate this briefing if needed.
- Contact the school if behaviour is too bad to concentrate on driving and take instruction before commencing the journey. In the event that behaviour is too poor to continue safely a safe stopping location must be found and the journey stopped and further instruction taken from SLT.
- Provide a little bag/bin to prevent any loose waste being dropped and causing an obstruction.

# New and Expectant Mothers

**Aim:** The School will work with new and expectant mothers to ensure that their individual needs are met as far as is possible and that their working environment is suitable for their health and wellbeing

## **Reference Documents:**

- 1981 Health and Safety regulations
- HSE New and Expectant Mothers Guidance  
[Protecting pregnant workers and new mothers - HSE](#)
- New & Expectant Mothers RA

## **Method:**

This policy will be triggered by an expectant mother informing the school of their pregnancy. Ideally, this should be done before the 25<sup>th</sup> week of pregnancy (although there may be situations where this is not possible and is not and should not be enforceable an expecting mother is entitled to tell or not tell her workplace at a time of her choosing).

The school will issue the member of staff with “A Guide for New and Expectant Mothers who Work” produced by the HSE

The employee will be required to carry out an individual risk assessment (New and Expectant Mothers RA) with their line manager (Deputy Head at Altwood) to assess possible risks they may face in the workplace. This is issued by the PA to the Headteacher (HR and Finance Officer at Altwood) along with other documents and arrangements for leave

Any reasonable actions that will assist the individual in their day to day work will be considered and actioned. This includes but is not limited to reduced lifting and handling, school trips including contact with livestock, use of hazardous substances (COSHH)

The risk assessment may need to be reviewed throughout the pregnancy. This will be monitored by the member of staff and their line manager.

The risk assessment will also be reviewed upon the employee’s return to work and any appropriate actions should be implemented where practical to minimise risks to new mothers and potentially their child/children

# Noise

**Aim:** To protect employees, students and other members of the public from hearing damage through exposure to loud noise

## **Reference documents:**

- Wokingham Schools “Noise at Work” document
- HSE “The control of noise at work Regulations 2005”

## **Method:**

Schools have a duty to protect its staff, pupils and other visitors to the site from noise that may cause damage to hearing. Staff also have a responsibility to protect themselves and report anything that may be a source of risk.

Noise levels should be assessed when there is an intrusive noise such as:

- Where people have to raise their voices to be heard by someone 2 metres away for extended parts of the day
- Use power tools for more than 30 minutes
- Use high level noise tools such as breakers or angle grinder for any length of time
- Where there is an extremely loud noise for any amount of time

In situations where noise of this level is likely, a sound test can be undertaken and PPE (Personal Protective Equipment) should be provided if the sound level cannot be reduced or otherwise managed. As part of this test the decibels dB (loudness) in that area are recorded.

Maximum levels of noise should not exceed 87dB averaged out over a working day. Noise levels should never peak over 140dB for any length of time.

## **Managing high level noise.**

Employees should make their line manager aware of any issues or concerns they have about noise.

The school will conduct assessments on equipment or processes where there is a concern about noise levels.

An individual risk assessment will be arranged by the school to assess the risk and identify measures needed.

PPE will be provided for any task that requires hearing defenders and for anyone who asks for them.

High level noise work such as demolition work or large building work should, as far as is practicable, be conducted outside school hours and access to that area restricted. If this is for an extended period, appropriate signage should also be displayed.

# Outdoor Play Equipment

**Aim:** To ensure that play equipment is fit for purpose, installed correctly and maintained in a safe condition

**Reference documents:**

Wokingham – [Outdoor Play Equipment - Schools.pdf](#)

HSE – [childrens-play-july-2012.pdf](#)

**Method:**

**1. Purchasing of equipment:**

Prior to purchasing, an assessment will be done to ensure that the right sort of equipment is being brought, that it meets standards and is suitable for the age of children it is for. Thought should be given to the maintenance of the equipment and its longevity.

When purchasing equipment, the school will ensure the equipment meets the relevant safety regulations for play equipment.

Purchasing will also need to include allowances for correct installation and supply of the right surface for the equipment to be installed on.

**2. Locating equipment:**

The location the equipment will be used in will be suitable for each specific item of equipment.

The equipment must be able to be anchored in accordance with manufacturer's instructions.

The base surface for the equipment will need to be large enough to accommodate the recommended area for both the equipment and the clear area around it in accordance with manufacture's recommendations.

Thought will be given to location in terms of distance to other pieces of equipment and local hazards to ensure it is a safe environment for play.

**3. Installation:**

Play equipment will be installed to meet current playground surface requirements in accordance with current British Standards.

Installation will follow instructions provided by the supplier and follow British Standards.

A full check will be completed before first-time equipment use.

#### 4. **Safe use:**

Play will be supervised by suitable levels of staff determined by risk assessment.

Weather conditions will be considered prior to use and equipment not used if unsafe to do so.

Equipment will be checked once a week physically (recorded) as part of the weekly building check and every day visually (unrecorded) this is to check that the equipment is:

- Safe to use
- Free from loose or broken parts and sharp edges
- The area around it is in good condition and free from debris
- Moving parts are free to move and are well maintained
- Wear and tear is not excessive.
- Any access gates and locks are in good condition to prevent unsupervised access
- An annual inspection will be carried out by a qualified 3<sup>rd</sup> party employed by the school to check PE equipment and outdoor equipment.
- Any equipment found to be in an unsafe condition will be marked as such and access restricted until the equipment is fixed and brought back to a safe standard.

# Permits to Work

**Aim:** To ensure high risk works are done in a safe manner with all parties involved aware of the risks and control measures needed to make works as safe as possible

**Reference documents:**

- <http://www.hse.gov.uk/humanfactors/topics/ptw.htm>
- <http://www.hse.gov.uk/safemaintenance/permits.htm>
- **Permit to Work form**

**Method:**

Contractors:

All works on site are agreed with the Site Controller prior to works being booked in so that any conflicts or issues can be noted before works start.

Contractor's qualification and insurance are to be checked to ensure they are suitable and are covered to a suitable level to do the works (5 million pounds liability insurance as a minimum)

Before a contractor starts work they need to sign in at reception, and be meet by a member of the Site team or SLT to talk through works.

If any of the following are involved in the works, a permit to work should be filled out with the contractor and any safety precautions must be put in place before any work commence.

- Hot works involving any open flames or sparks (welding, blowtorching, disc grinding etc)
- Working at a height above 2 metres
- Working in a confined space
- Working with electricity
- Working with Gas

If the timing of works is not suitable, or the precautions in place are not suitable and the risk is too high, works should not be allowed to start.

Permits to work are kept in the contractor's file for record keeping purposes.

**Site Team or Estates Manager:**

High risk works undertaken by Site Team or Estates Manager, must follow the same safe systems of work as contractors.

A permit to work should be filled out for:

- any hot work, welding, angle grinding, roofing
- any prolonged use of scaffolding or ladders (staff must have attended a working at height course before undertaking this kind of work)
- any electrical works on main boards or in public areas
- any confined space works including but not limited to the school's drains

These works must not be done while lone working and the Site Controller or a member of SLT should be aware of start/finish times with a PTW form filled in by both parties.

# Power Tools

**Aim:** To ensure the safe use of Power Tools by appropriate members of staff

## **Reference documents:**

HSE – Work using electrically powered equipment

## **Method:**

## **Training**

- Staff using power tools will need to be appropriately trained to do so as each tool has specific uses and hazards associated with it. This is best done by a company who specialise in this type of training and can certificate to have a record that the training has taken place. Training can also be given by a competent member of staff via a toolbox talk and there are lots of guides online as to how these are best done. The talk should be recorded to keep a record of what was covered and a record of attendance also kept, after which staff should demonstrate a safe level of understanding

## **Safe Use**

- The work area must be assessed before works commence and a visual risk assessment done
  - What will the works involve?
  - What tools are needed?
  - Who has access to the area and does there need to be barriers or reduction in access. If access is restricted can everyone still exit the area safely in an emergency or does the work need to be done out of hours?
  - Will there be large levels of noise?
  - Are hot works involved (disc grinding etc.)?
- The tools themselves need to be well maintained
  - Regular checks (usually before the start of each use) refer to the handbook for guidelines and frequency
  - Guards are in place where appropriate
  - Use the right tool for the job
- When cutting, cut away from yourself ensure tools/blades are sharp and the correct blade or disc for what is being cut.
- Use the right Personal Protective Equipment (PPE)
- Dust extraction is important for some power tools. Thought should be given to where the dust can travel, use of dust extraction equipment attached to tools, locations of fire equipment that may be affected by the dust.
- Build up of heat in power tools should be avoided, or limited where this is not possible. Excessive heat will degrade the tool and blades/bits/discs attached to it. Use of cutting oils and using the correct tool may help reduce heat build-up as well as good ventilation.

## Use Storage

- Tools should be stored in a safe, dry, lockable location away from general access
- Batteries should be stored away from direct sunlight and other sources of heat
- When transported, power tools should be stored out of sight, if left in a vehicle where it is not possible to remove them back to safe storage.

## Batteries, Mains power and liquid fuel

- Batteries should be checked for damage each use; any penetration of the battery case will make it unsafe to use and it should be replaced
- Any tools with a plug will need to be PAT tested annually and each use the cable should be checked as these are prone to damage.
- Lithium batteries are potentially dangerous if they suffer a large impact such as dropping from height. If this happens, the battery should be left for a minimum of one minute and then checked for heat build-up. In cases where the batteries heat is increasing, safety equipment such as a fire blanket should be located ready for use, and, if safe to do so the battery should be removed to a safe location where it cannot start a fire. (It is worth noting that this is very rare)
- Batteries may get hot when the tool is worked hard. They should be allowed to cool before charging.
- When using mains power, check the supply is suitable for the additional load of the tool
- Where extension leads are used, these must be safe to use, have been PAT tested and be fully unwound before use to prevent heat build-up.
- Safety cut off devices should be used where cutting tools are used with a lead.
- Petrol and Diesel are highly flammable and need to be stored safely and away from sources of heat. They also require good ventilation and should not be used indoors due to fumes from exhausts.
- Refuelling tools should be done in a safe area when the tool is at a safe heat to do so.

## Equipment checks

- Upon each use the following should be checked
  - The power tool(s) have no substantial damage
  - Moving parts move freely and are free of grit and dirt
  - Where grease can be added the tool is appropriately topped up
  - Disposable parts are in good condition e.g. Blades are sharp, drill bits are sharp and appropriate for the use required, discs are not too worn and appropriate for the material being cut, saw blades are straight and teeth are in good condition, etc.
  - Disc and saw guards are in place and, if spring loaded, the guard moves freely and returns to cover the blade
  - Batteries are in good condition and will hold a charge
  - Seals on petrol tanks and oil tanks are in good condition and work appropriately
  - There are no signs of burning around the power tool motor
- Equipment failing these checks must be returned to a safe condition or removed from service.

# Personal Protective Equipment (PPE)

**Aim:** To provide correct PPE for activities and tasks where PPE is required to reduce any risks to health.

## **Reference documents:**

- HSE – Personal protective equipment (PPE) at work
- Wokingham – Personal protective equipment

## **Method:**

### **Schools' responsibility: (staff, pupils and visitors)**

- To assess tasks that may require PPE
- Provide appropriate PPE for each task.
- Provide training in the use of PPE for each task
- Replace PPE when required

### **Employee's responsibility:**

- Notify the school of any concerns about tasks which may require PPE
- Use PPE provided
- Ensure students are aware of PPE requirements for tasks
- Ensure students use PPE provided
- Ensure PPE is in good condition before use and report any defects

### **PPE must:**

- be selected taking into account the nature of the hazard and the task
- be compatible with all other PPE that will be worn
- carry a CE mark (this mark signifies that the PPE satisfies certain basic safety requirements and, in most cases will have been type-tested and certified by an independent body)
- be provided free of charge to employees
- be adjustable in size to fit the employee
- be provided in conjunction with appropriate instruction and training for the wearer
- be maintained in an efficient working order and in good repair
- be stored in an assigned and suitable area.

### **PPE for pupils and students:**

Although the H&S at work act does not cover non-employees, the school still has a duty of care to its students and visitors (for example science experiments on open evenings) and lesson plans should involve PPE assessments.

CLEAPSS guidance indicates where appropriate PPE should be used in relation to pupils and students in the practical sciences curriculum.

### **List of Most commonly used PPE and task:**

Gloves: these should be appropriate to the task in terms of size, thickness, heat resistance, length etc

- Litter picking / changing bins, where litter picking devices not suitable
- Outdoor work, building, gardening, etc.
- Using chemicals
- Doing hot works
- Using ovens

Eye protection: these should be appropriate for the task, reduce risk of debris getting into eyes, reduce glare, reduce brightness, etc.

- Using machine tools
- Using power tools
- Science experiments
- Welding

Foot protection: these should be individual and give support and/or protection as needed

- Using heavy equipment
- Using large power tools

Breathing protection: where full dust extraction isn't possible

- When working with hazardous materials or materials likely to make dust, ceiling tiles, MDF, Asbestos (see asbestos procedure for full details), etc.

Protective clothing:

- Lab coats
- High visibility clothing
- Aprons
- Safety hats

# Safety Signs

**Aim:** To provide suitable and sufficient signage where required to maintain a safe working environment

**Reference documents:**

HSE – Health and Safety (Safety Signs and Signals) Regulations 1996

**Method:**

**1. Signage**

Safety signage is used in the school where a hazard has been identified and cannot be completely removed to raise awareness of the hazard and precautions that need to be taken.

Signage will be displayed in a clearly visible area as close to the hazard as possible.

Signage will conform to the relevant British standard for signage and an information sign for understanding safety signage is displayed on the staff H&S notice board:



## 2. Signals and alarms

Schools use a distinct alarm for “lockdown” alerts. Training is given to staff and students and drills are run.

Alarms are maintained and tested with batteries changed yearly.

# Traffic Management

**Aim:** To ensure the safe management of pedestrians and vehicle traffic on and around the school site

## **Reference documents:**

HSE – <https://www.hse.gov.uk/workplace transport/trafficmanagement.htm>

Department for Education –

Risk Assessment - Traffic Management

## **Method:**

The Trust strives to provide a safe and healthy workspace for Pupils, Staff and Visitors to its sites

- A 5mph speed limit has been set up with signs displaying this restriction
- The Site team and Duty Staff (at duty times) help to enforce this where possible with the addition of the entrances being manned at times to help with traffic management.
- Where possible on some sites, pedestrian crossings have been added for safe passage across car parks.
- Cycling is encouraged with safe routes, including a cycle path if available. The schools work with the council to promote cycling and its benefits.
- Speed bumps are deployed to help keep speeds reduced.
- CCTV is in place to record incidents.
- Accidents and incidents are reviewed by the school's management team.

## **2. Pedestrian only zones**

- During the school day vehicular access is restricted to many areas of the school.
- Where access is needed by contractors, vehicles are escorted by members of the site teams to the position where they are parking and working from, to prevent accidents.
- Fences and barriers are used to help prevent access to the main playgrounds

## **3. Out of hours use**

- All clubs are asked to respect the school playgrounds and park in the parking spaces provided

#### 4. **Safety barriers**

- On some sites, vehicle gates and fencing are in operation during the school day to prevent unauthorized access. This also helps to keep speed down by slowing traffic at these points.

# Wellbeing and Stress

**Aim:** The Trust is committed to protecting the health, safety, and welfare of its employees. It is recognised that workplace stress is a health and safety issue, and the importance of identifying and reducing workplace stress

## **Reference documents:**

Wokingham –

[Wokingham Schools - example of a stress policy.docx](#)

[Wokingham Schools - Stress Risk Assessment Template - INDIVIDUAL.docx\]](#)

[Wokingham Schools - Work-related stress risk assessment template -TEAM.docx](#)

HSE –

[HSE - How to organise and run focus groups.pdf](#)

[HSE - Management Standards indicator tool.pdf](#)

[HSE guidance - work related stress suggested actions.pdf](#)

## **Method:**

### **1. Definition of stress**

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

### **2. Identification**

The school will conduct risk assessments to identify stressors and then suggest actions to reduce, control or eliminate the risks from stress.

This can be conducted on an individual level, if a member of staff is believed to be adversely stressed or has reported their wellbeing is being affected by stress levels.

Staff are encouraged to be open about their state of wellbeing and the school has a positive approach to giving support and advice

### **3. Management**

Wellbeing is discussed regularly at staff meetings throughout the year. This includes staff briefings, staff meetings, departmental meetings, and individual appraisals

Where required, the school will provide access to confidential counselling for staff affected by stress caused by either work or external factors.

The school's Governing Committee will ensure that adequate resources are provided to enable the Headteacher to implement the school's agreed stress management strategy and oversee monitoring of the efficacy of the policy and other measures to reduce stress and promote workplace health and safety.

#### **4. Management – Line Managers**

Conduct and implement recommendations from risk assessments within their area of responsibility.

Ensure effective communication between leadership and staff, particularly where there are organizational and procedural changes.

Ensure staff are fully trained to discharge their duties.

Ensure staff are provided with meaningful developmental opportunities.

Monitor workloads to ensure that people are not overloaded.

Monitor sickness absences for potential issues and potential trends caused by work.

Monitor working hours and overtime to ensure that staff are not overworking.

Monitor holidays to ensure that staff are taking their full entitlement.

Attend training as requested in good management practice, and Health & Safety.

Ensure that bullying and harassment is not tolerated within their departments and teams

Be vigilant and offer extra support to a staff member experiencing stress outside work e.g., bereavement or separation.

#### **5. Employees**

Raise issues of concern with your line manager, safety/staff representative or, where more appropriate, the Headteacher or CEO.

Be open, try suggested actions to help prevent stress in the workplace, including opportunities for personal counselling when recommended.

# Work Equipment

**Aim:** To ensure that work equipment is fit for purpose, used in the manner it was designed for, maintained correctly with records kept and training given where it is appropriate.

## **Reference documents:**

Wokingham – Work Equipment Headteacher Checklist

HSE – Providing and using work equipment safely

HSE – PUWER 1998 (Provision and Use of Work Equipment Regulations)

Working at Heights Procedure and Training

Ladder checklist

## **Method:**

### **1. Work equipment definition**

Work equipment is any equipment used by employees at any of the school sites, for example: ladders, hoovers, hand tools, electrical tools, floor scrubbers, photo copiers, trolleys, etc. This includes any equipment brought into the workplace to be used regardless of who it belongs to.

### **2. Purchasing**

As far as is possible the school will ensure that equipment it buys is fit for purpose through communication between the Estates Manager, site team, finance team and SLT

### **3. Training**

Where there is a significant hazard related to the use of particular piece(s) of equipment the school will provide training. Either by competent people on site or by professional trainers

- Ladders and scaffolding
- Band saws
- Circular saws
- Angle grinders
- Floor cleaning equipment
- Power tools

### **4. Equipment checks**

Trained staff will check equipment each time it is used prior to use. Faulty equipment must be reported and put out of use until it is fixed or replaced. Ladders and Scaffolding are checked monthly by a trained member of the site team. Fixed machinery is checked by a qualified company at suitable intervals, and they have daily checks by staff before use. This includes checking dust and fume extraction

PAT testing is carried out at regular intervals

Higher risk items such as soldering irons, power tools, hoovers etc. - Yearly

Lower risk items such as PCs, fridges monitors – Every 2 years

Guard and safety equipment are checked each time of use.

Lifting equipment, evac chairs, lifts, etc. are serviced by qualified external contractors at regular intervals

## **5. Safe use of equipment**

Equipment must be used only for the task it was designed for, to prevent damage and reduce the chance of injury. PPE appropriate for the task must also be worn and this is subject to the same checks before each use to ensure it is in good condition and fit for use.

Dust must be prevented from building up in enclosed spaces as it can become explosive, dust extraction where possible must be used and where not possible ventilation must be ensured and regular cleaning up.

## **6. Cleaning**

Equipment is to be left clean and in a fit state to be used by the next person. The machinery should have the power off and the source of power removed, either unplugging the battery or unplugging from the mains. Petrol powered equipment must be allowed to cool first.

# Working at Height

**Aim:** To ensure that Staff and Contractors undertaking work at heights are working safely, with correct equipment and maintaining a safe working environment for others.

## **Reference Documents:**

2005 - Working at Height Regulations  
Working at height risk assessment  
Wokingham health and safety manual  
Ladder Checklist  
Permits to Work Procedure

## **Method:**

### **Can it be avoided?**

When the need for working at height can be avoided, it should not be undertaken.

### **If it cannot be avoided:**

If possible, work equipment should be used to prevent falls, for example platforms and barriers. Where this cannot be achieved, safe methods of work with ladders or other access equipment must be used.

### **Safe Use of Ladders, Scaffolding and Steps:**

Equipment must be visually checked prior to use to ensure it is in good condition. (Equipment in poor condition must be reported to the Site Controller and not used until the item is repaired or replaced.)

Equipment must be placed in a safe place, on a non-slippery level surface where it is safe to access.

Members of staff must be competent to use ladders and have undertaken ladder training. Where possible, a second member of staff should be present, with the second member of staff ensuring that the area is kept clear and safe, the equipment is stable and that access to the area is prevented whilst work at heights is taking place. If it is not possible to have a second person, barriers and signage must be used to keep people from accessing the area where works are taking place.

Equipment must be set up so that overreaching is not required.

Equipment must be long enough for the job and allow the top rungs to be used for handheld positions to provide a third point of contact while working.

Equipment **MUST NOT** be used in dangerous weather conditions e.g., Heavy rain or high wind.

Equipment must not be left unsupervised and should be returned to storage between use.

Care must be taken to ensure that where there is a risk of items falling, safety equipment is used, and the area cordoned off for works is large enough to prevent damage to people or property.

Ladders will be checked every 3 months as part of the regular check schedule by a competent person, in addition to the visual checks carried out **before and after** each use. Where multiple ladders and towers are kept on site these should be labelled for easy reference.

If required for very high-level works or extended works at height, suitable lifting platforms will be hired to make jobs safer and easier. These will be checked prior to each use, and used according to manufactures' instructions and terms of hire.

# Young People at Work

**Aim:** To ensure the safety of employees under the age of 18 whilst at work.

“Young people, especially those new to the workplace, will encounter unfamiliar risks from the jobs they will be doing and from the environment they are working in. All employees, including young people, are at particular risk of injury in the first six months of commencing their employment as they may be unaware of existing or potential risks. Young people may lack the experience or maturity or could be unaware of how to raise concerns. They may also not have reached physical maturity and, therefore, lack the strength demanded to carry out their job. They may be eager to impress or please people with whom they work. Everyone involved in the employment of young people needs to understand how legislation applies to young people and the risks that may be exposed to at work.”

## **Reference documents:**

Wokingham Schools - Young Persons at Work document

HSE - Young People at Work and the law

## **Method:**

Due to the nature of schools' work it is rare for under 18s to be employed

Where this does happen or work experience takes place at the school, an individual Risk Assessment will be completed with the young Person's Line Manager to ensure it covers all the risks that may be involved.

The Young person will be involved in the risk assessment process and made aware of any safety restrictions or procedures relevant during their induction training prior to commencing work.

## Appendix A – A list of all the Risk Assessments

## Appendix B – A list of all the checklists