



## **Health, Safety and Wellbeing Policy**

**“Our statement of policy, our organization  
and our arrangements”**

**April 2018**

### Document history

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## **1. Introduction to the Policy Statement and the Health, Safety and Wellbeing Policy**

- 1.1 At St.Bonaventure's Catholic Primary School we are committed to providing and maintaining an environment that ensures the health and safety of our employees, pupils, parents and carers, contractors and other visitors. We want to prevent accidents and ill-health and promote wellbeing. Health, safety and wellbeing considerations are at the heart of everything we do. To make this happen we encourage everyone who works at St.Bonaventure's to take part actively and to support this policy.
- 1.2 We intend to be risk aware rather than risk averse. We do not want to ban activities and learning opportunities for our pupils because of fears over health and safety. We will risk assess what we do in line with good practice and judge prudently what challenges we will offer to our pupils.
- 1.3 The health, safety and wellbeing policy statement below is produced for our school and forms the basis of planning and implementing these matters within the school. The policy itself supports the requirements of Bristol City Council, the duties of the governing body and the responsibilities imposed by the Health and Safety at Work etc Act 1974 and other relevant legislation.

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### **Statement of Health, Safety and Wellbeing policy by the Governing Body of St.Bonaventure's Catholic Primary School**

The Governing Body will:

- 1.4 Accept its responsibility for setting out the overall St.Bonaventure's Catholic Primary School HS&W Policy and undertake to take all reasonable steps within its power to prevent or reduce the possibility of:
- Harm and injury to pupils, employees, contractors, parents and members of the general public by providing protection from foreseeable risks and promoting continuous improvement in health, safety and wellbeing standards;
  - Damage to property, plant, machinery, equipment, tools and other materials;
  - Harm to the environment;
- 1.5 Ensure, so far as is reasonably practicable, that the school budget reflects the finance necessary to implement health, safety and wellbeing requirements.
- 1.6 Accept its responsibility under the *Health and Safety at Work etc Act 1974*, so far as is reasonably practicable to:
- 1.6.1 Provide plant, equipment and systems of work which are safe and without risks to health;

- 1.6.2 Make arrangements for ensuring the handling, storage and transportation of articles and substances are safe and without risk to health;
- 1.6.3 Provide suitable and sufficient information, instruction, training and supervision to enable all employees and pupils at St. Bonaventure's Catholic Primary School to perform their work and studies safely and efficiently;
- 1.6.4 Promote the development and maintenance of sound HS&W practices ensuring that any actions taken are inclusive and non-discriminatory; support staff in dealing with the public and not tolerate abusive and offensive behaviour from visitors
- 1.6.5 Maintain the premises in a condition that is safe and without risks to health and ensure the maintenance of safe access to and exit from the premises;
- 1.6.6 Provide and maintain a working environment that is safe and without risks to health and adequate as regards welfare facilities for employees and students;
- 1.6.7 Provide as necessary personal protective equipment ("PPE") to all employees and students in the school, for the safe use of plant, machinery, equipment, tools, materials and substances;
- 1.6.8 Maintain a close interest in all health and safety matters insofar as they affect all activities under the control of the school.
- 1.6.9 Keep themselves up to date on relevant health, safety and wellbeing matters through governors' professional development, advice from the school's competent person, the Headteacher and the Clerk to the Governors. The Clerk to the Governors will include such matters on the agenda of regular meetings.
- 1.7 Recognise the requirement to consult staff on Health, Safety and Wellbeing matters which will be achieved by discussion through the St. Bonaventure's Catholic Primary School staff safety committee, and through the use of INSET days
- 1.8 Agree that one of their members to be designated the "Health and Safety Governor" who will attend meetings of the school safety committee and speak on HS&W matters at the appropriate sub-committee (FPH& S committee) and Full Governing Body.
- 1.9 Delegate authority for the development and implementation of this policy to the Headteacher who will ensure that arrangements will be made to bring this policy to the notice of all employees (including new, temporary and part-time employees) at St. Bonaventure's Catholic Primary School;
- 1.10 The Headteacher will also bring it to the attention of agency and other contract staff, contractors, volunteer helpers and students (in an appropriate way for their age in the case of students) so that they fulfil their duties to co-operate with this policy.
- 1.12 Recognise their responsibility for monitoring HS&W performance, including auditing and will require the Headteacher to present an annual report on Health and Safety performance including evidence of safety inspections carried by representatives of the school at least three times a year.

- 1.13 Seek to continually improve HS&W Policies, Procedures, Codes of Practice and Guidelines. Cross-cutting matters such as safeguarding and inclusion will be linked in as necessary so there are no policy gaps. The school will use policies from Bristol City Council, the Department for Education, the schools advisors and such other policies as are appropriate.
- 1.14 Review this policy on a regular basis to confirm that the arrangements are still appropriate. The review will take place whenever there are significant changes in the arrangements and not later than 24 months from the previous review date. This policy will be re-edited and re-issued within three months of the review date where this is deemed necessary.

**Signed by the Chair of Governors**

Name:  
Signed:

**Signed by the Headteacher**

Name:  
Signed:

Date of issue of this statement: **2018** Review date: **2019**  
Display points: HSW Notice-board, online, induction packs

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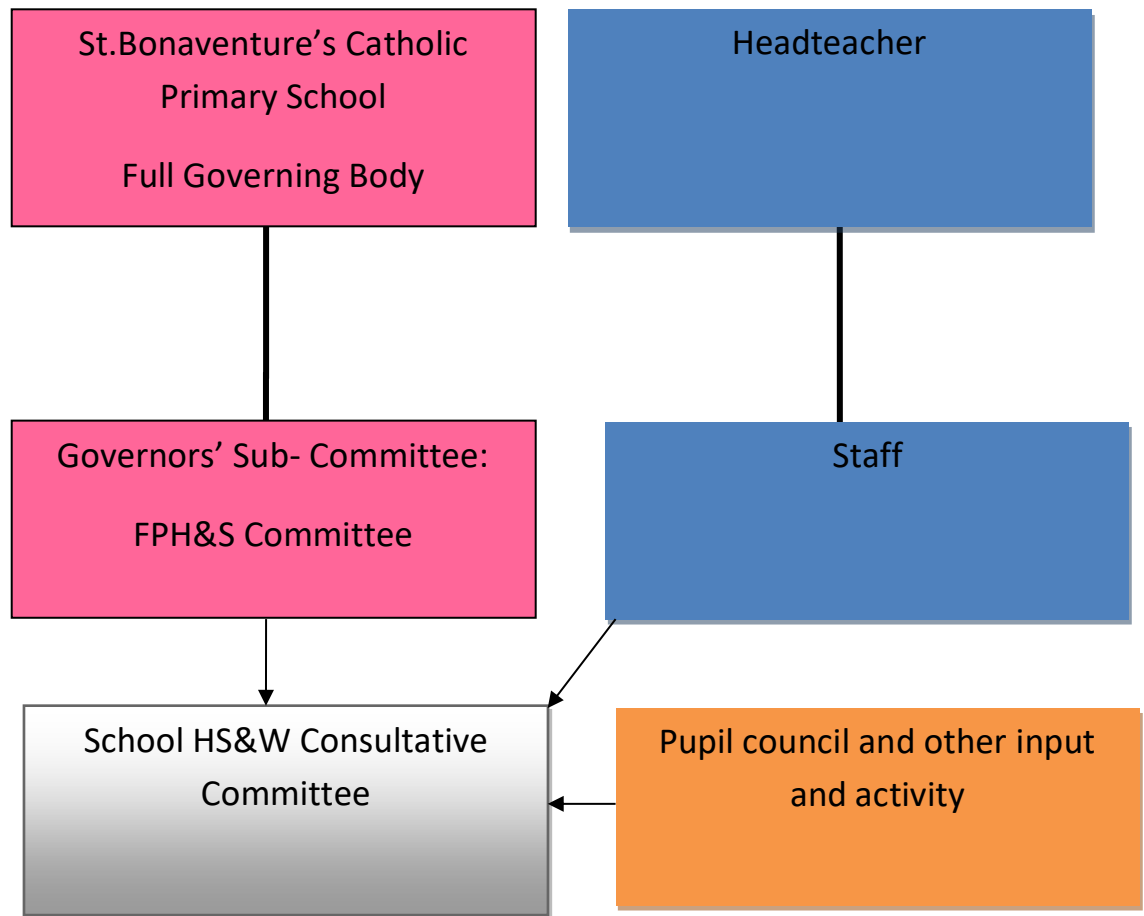
**2. Organisation**

- 2.1 The following sections are an outline of the school's organisation and arrangements. Following these the next sections go into more detail. This document is a policy not a handbook. Details of standard operating procedures, emergency procedures and risk assessments for example are described in separate documents.

**2.2 Organisation of the school for health, safety and wellbeing**

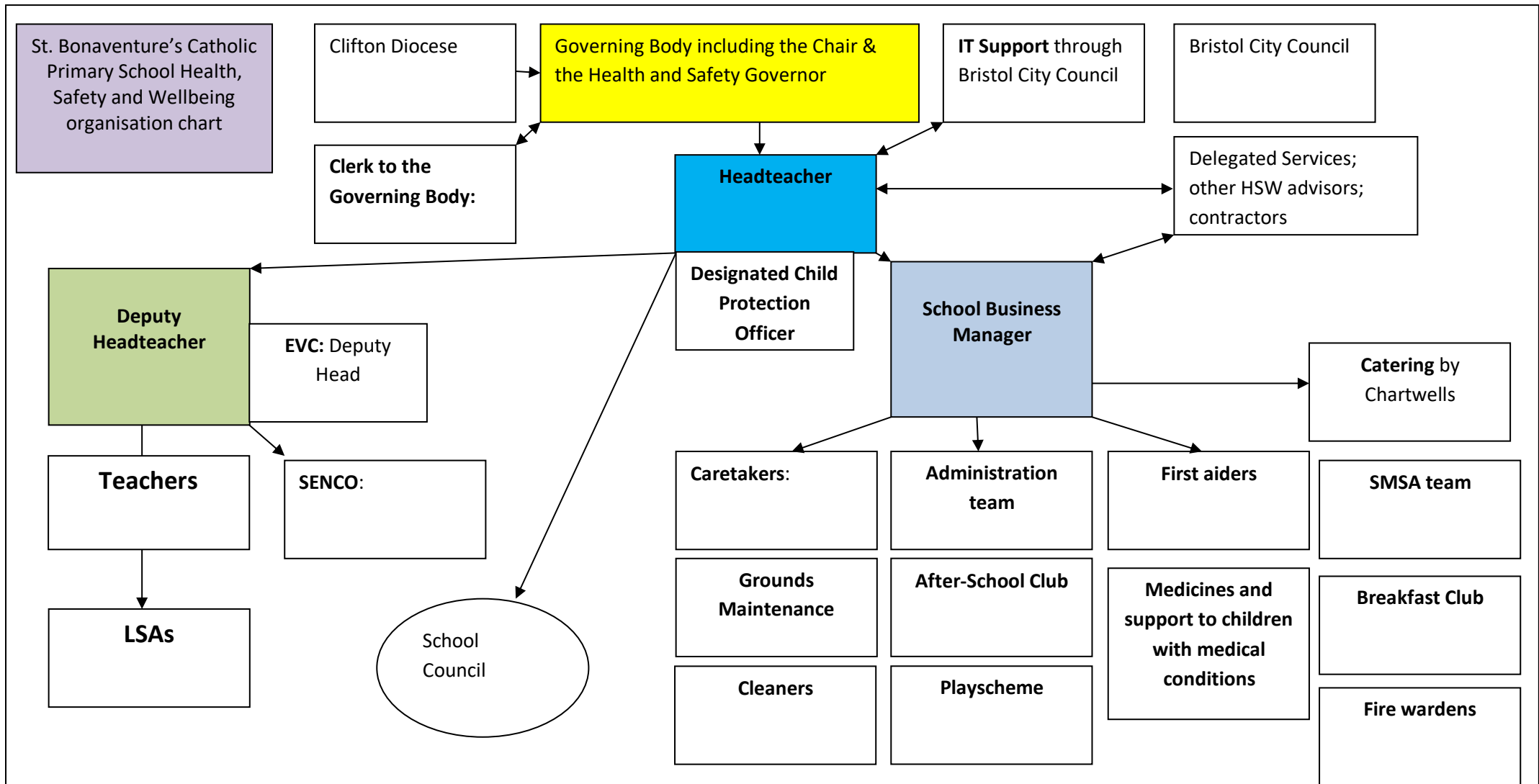
- 2.2.1** The governors of St.Bonaventure's Catholic Primary School recognise the need to identify organisational arrangements in the school for implementing, controlling and monitoring HS&W matters. In this matter they follow the guidance in the document *HSG 65 Managing for Health and Safety* published by the Health and Safety Executive. They also accept the need to consult individuals before allocating particular health, safety and wellbeing functions. Individual duties including reporting arrangements and, therefore, organisation and accountability follow.

## 2.2 Functional elements: Committee structure



## 2.3 Functional elements: School organisation

The posts with significant HS&W roles are set out in the chart below. Everyone has some responsibility and the chart is highlighting the major management lines. (Optional: A list of people and their jobs and health and safety roles follows in a table.)





## **2.4 School staff consultative Health, Safety & Welfare Committee**

(A staff consultative committee is not compulsory unless requested by trade union safety representatives. It is however a useful way to meet part of the general obligation to consult and involve employees. The text below is a model. See Section 2.4.3)

2.4.1. The governors recognise that the way forward in achieving effective management of the school's HS&W Policy and the arrangements necessary to fulfill the obligation is through the School HS&W Committee.

The HS&W Committee will comprise:

The Governor(s) holding the Health, Safety and Wellbeing portfolio(s);

The Headteacher;

The Health and Safety Coordinator;

The Site Manager;

TU Safety Reps/Staff reps;

Pupil reps (appropriate to their age);

Other people who may be able to contribute to matters under discussion for example: The Educational Visits Coordinator, First Aid Lead staff, Personnel/HR, SENCo, staff with safeguarding roles.

2.4.2. The HS&W Committee will meet 3 times a year, in September, January and May so as to give time and full consideration of:

- i) Risk assessments, safety procedures and working practices;
- ii) Reports on premises inspections, and
- ii) The resources required for training and development and other HS&W matters.

3.1.3 The HS&W Committee shall in addition meet in July in order to exercise an overview of the School's HS&W performance and to produce a report for the Governors and the Full Governing Body.

**2.4.3** Currently the school uses INSET days as a means of discussing subjects with employees.

## **2.5 Arrangements for Safety Representatives or consultation with Employee Representatives.**

2.5.1 Liaison and communication will take place with Trade Union Safety Representatives, or consultation with Employee Representatives about problems,

hazards or defects either arising from or relating to this sphere of activity. Problems other than sources of imminent danger will be discussed at the HS&W Committee.

2.5.2 Specific issues that require immediate action will be taken after consultation with the Headteacher and the Health and Safety Coordinator

## **2.6 Monitoring and auditing Health, Safety and Wellbeing Performance**

2.6.1 The Governors will require the Headteacher\* to provide an annual report on all HS&W matters which will identify strengths and development areas, propose achievable remedies, and set objectives for continuous improvement.

\* It is for the Governing Body to decide which senior person does this and it can be a combination of Headteacher, Health and Safety Coordinator, Health and Safety Governor or others.

2.6.2. The report will provide an annual overview of:

- i.) Reported incidents, incident investigations, bump book analysis, lost time data and resulting preventative measures;
- ii.) Emergency procedures including fire precautions and first aid;
- iii.) Policies and arrangements introduced, risk assessments undertaken and procedures implemented;
- iv.) Internal and external inspections as well as audits;
- v.) Wellbeing.

Other matters can be included at the suggestion of the governors, staff, advisors, external bodies etc.

2.6.3. An external health, safety and wellbeing audit will be commissioned every two years or as the governors decide.

### **2.6.4 References**

The Health and Safety Executive website provides an extensive range of information. Visit: [www.hse.gov.uk](http://www.hse.gov.uk)

Key useful documents include:

HSG 65 Managing for Health and Safety which can be downloaded free at

<http://www.hse.gov.uk/pubns/books/hsg65.htm>

INDG 275 (rev1) Plan, do, check, act

<http://www.hse.gov.uk/pubns/indg275.pdf>

INDG 417 Leading health and safety at work

<http://www.hse.gov.uk/pubns/indg417.pdf>

Department for Education: Governance Handbook

<https://www.gov.uk/government/publications/governance-handbook>

Department for Education: Estates Management

<https://www.gov.uk/guidance/good-estate-management-for-schools>

Part 2: The organisation for health, safety and wellbeing in St.Bonaventure's and the arrangements for doing it.

### **3.0 The role of the local authority Bristol City Council and the Clifton Diocese**

- 3.1 This is a Voluntary Aided school and receives support from Bristol City Council although this has decreased to some extent in the last few years for some aspects of health and safety.
- 3.2 In Voluntary Aided schools the governing body is the employer of staff. Under the Health and Safety at Work etc Act 1974 the employer has the major duties.
- 3.3 The Diocese will be involved in appointing governors and may provide a range of advice and guidance.

### **4.1 The role of the governors and the governing body**

- 4.1.1 The governors have agreed the school's vision which is:

"Striving to be the best we can, guided by the light of Christ."

There are more details of this in the school's vision leaflet. .

- 4.1.3 The Governors of St.Bonaventure's Catholic Primary School recognise the need to identify organisational arrangements in the school for implementing, monitoring and controlling HS&W matters. They also accept the need to consult individuals before allocating particular health and safety functions. Individual duties including reporting arrangements and, therefore, organisation and accountability follow.
- 4.1.4 The governors are committed to meeting the **safeguarding** requirements set out in the government guidance "*Keeping Children Safe in Education\** and *Working Together to Safeguard Children*."\*\* The school's Safeguarding Policy and connected documents link with this health, safety and wellbeing policy.

\*There are currently 3 main documents: For schools and colleges, for staff and about regulated activity. They can be downloaded in the latest version from the DfE website.

4.1.5 The governors will make preparations to deal with:

**Critical incidents** at the school such as fire, flood, illness, threats of violence and terrorism, bereavement;

**Continuity of business** in the event of a threat such as that created by a critical incident;

The **Contribution** by the school to help the community at large cope with some kind of critical incident. An example would be providing a rest centre if a fire meant people were unable to stay at their homes.

These are the **3 C's**.

Some of the preparation is mentioned here because of the obvious overlap with health, safety and wellbeing.

4.1.6 The governors will ensure that related "health and safety" topics such as food safety and road safety are also considered. These are mentioned in certain sections below but will also be covered elsewhere. One example is the Hazard Assessment and Critical Control Points food management system used in catering.

## **5.0 The role of the Headteacher**

5.1 The Headteacher is appointed by the governors. They are accountable to the Governors for implementing the school's HS&W Policy and for all matters relating to HS&W within the school. Safeguarding issues and the 3C's cross-relate to health, safety and wellbeing.

5.2 The Governors require the Headteacher to ensure that the HS&W policy is implemented effectively and understood at all levels and is effectively controlled, regularly monitored, and revised as necessary.

5.3 The Headteacher may delegate the management of HS&W matters to an appropriate competent member of staff who will be designated the Health and Health and Safety Coordinator but may also delegate management of curriculum orientated health and safety to the Deputy Headteacher.

5.4 The Headteacher will delegate the:

- Safeguarding Single Record (CRB/DBS) to a manager reporting to the Headteacher
- Special Educational Needs and Disability issues to a staff member holding the title Senco/Sendco who will report to the Deputy Headteacher.
- Co-ordination of off-site visits/trips to a member of staff who will be designated the Educational Visits Co-ordinator (EVC) and who reports to the Deputy Headteacher.

- Leadership of off-site visits/trips to Party Leaders and Deputy Party Leaders reporting to the EVC.
- Student Placements and Work Experience to a coordinator ( the Administrator) reporting to the Headteacher

5.5 The Headteacher will be designated the **Asbestos Duty Holder** for the school and will ensure compliance with the Control of Asbestos Regulations 2012 and any update, in so far as they relate to preventing the release of asbestos fibres in the school.

Reference: <http://www.hse.gov.uk/asbestos/index.htm>

5.5 The Headteacher is responsible for managing the potential risks from **Legionella bacteria**, which may arise from work activities. The Management of Health and Safety at Work Regulations and more specifically the Control of Substances Hazardous to Health Regulations 2002 assist and support the assessment, prevention or control the risk from the bacteria by taking suitable precautions.

Reference: <http://www.hse.gov.uk/legionnaires/index.htm>

5.6 The Headteacher will be designated the **Responsible Person** for the school in accordance with the Regulatory Reform (Fire Safety) Order 2005, and will ensure that Fire Risk Assessments are regularly undertaken of the school and its activities, and as a consequence appropriate Fire Precautions are put in place.

Fire is a **3C's** issue as well.

References: <https://www.gov.uk/government/publications/fire-safety-in-new-and-existing-school-buildings>

<https://www.gov.uk/government/publications/building-bulletin-100-design-for-fire-safety-in-schools>

<https://www.gov.uk/government/publications/fire-safety-risk-assessment-educational-premises>

5.7 The Headteacher will seek volunteers to take on the role of First Aiders at various skill levels, an Administrator of Medicines, Fire Wardens and PTFA Food Hygiene Coordinators. All will be trained and their competence regularly assessed in accordance with arrangements and risk assessments attuned to the school's activities and responsibilities.

Medical support for those pupils who need it will be provided in line with DfE guidance.

- 5.8 The Headteacher will ensure that competent contractors are employed and will oversee the planning and safe execution of construction, refurbishment, and maintenance work on buildings, plant, and equipment carried out by contractors or other third parties. This is part of their **client duty under The Construction (Design and Management) Regulations 2015**.

The Headteacher will delegate the day-to-day co-ordination of all contractual and maintenance work carried out on school premises to the School Business Manager and Site Manager, who will liaise with Lead Teachers and Early Years Practitioners and others to ensure safety procedures and policy agreements are observed.

Reference: <http://www.hse.gov.uk/construction/cdm/2015/index.htm>

- 5.9 The Headteacher is responsible for ensuring that all new, amended or updated documentation and information regarding Health, Safety and Wellbeing matters are brought to the attention of the relevant pupils, employees, contractors, and members of the general public.

- 5.10 The Headteacher must ensure that accidents and all other H&S incidents, including near misses, are reported in accordance with legal requirements such as the **Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013** and local procedures, and that the agreed procedure for reporting all defects, hazards and problems regarding H&S matters function efficiently and effectively.

Accidents involving pupils may need to be reported through safeguarding requirements as well.

Reference: <http://www.hse.gov.uk/riddor/index.htm>

- 5.11 The Headteacher will be a member of, and participate in, the School Health and Safety Committee and will actively seek Trade Union Safety Representatives, consulting with them on all HS&W matters and co-operating with them in the execution of their duties. In the absence of these representatives, volunteers will be sought from the teaching and support staff with whom to consult.

Reference: <http://www.hse.gov.uk/involvement/index.htm>

- 5.12 The Headteacher will, with the Safety Committee, review at least once a year:

- i). Fire and Evacuation procedures; Lockdown and terrorism procedures;
- ii). First Aid provision both in the school and on off site visits;  
and from time to time, according to a proportionate plan
- iii). all other HS&W policies, procedures, codes of practice, risk assessments, and guidelines;

- iv). When doing these reviews the links with **safeguarding** and the **3C's** will need to be anticipated so there are no gaps in policy and practice.

Reference: <http://www.hse.gov.uk/pubns/books/hsg65.htm>

- 5.13 The Headteacher will seek advice, when appropriate, from the Health and Safety Coordinator and/or a competent person/s and outside agencies that are able to offer informed and expert opinions. These may be the local authority as employer or regulator or advisory organisations such as CLEAPSS, DATA, AfPE or Delegated Services CIC.

References:

<https://www.bristol.gov.uk/resources-professionals/trading-with-schools>

<http://www.delegatedservices.org>

<http://www.cleapss.org.uk/>

<https://www.data.org.uk/>

<http://www.afpe.org.uk/>

- 5.14 The Headteacher and Health and Safety Coordinator will have the authority to stop what is considered unsafe practices, or the use of any plant, machinery, equipment, tools, materials, and substances.
- 5.15 The Headteacher will make arrangements, with appropriate members of staff for improvements to premises, plant, machinery, and equipment.
- 5.16 The Headteacher will ensure that appropriate training has been or will be given to employees (including temporary and part-time employees), agency and other contract staff, and volunteer helpers, to enable them to fulfil their responsibilities. This must include newly appointed staff and staff transferred within the school to other duties.
- 5.17 The Headteacher will ensure that appropriate HS&W information, instruction, training and supervision is in place for all schemes of work for pupils, including both internal and external work experience arrangements.
- 5.18 The Headteacher, Deputy Headteacher, Health and Safety Coordinator, Site Manager, the school's lead competent person and such other posts as identified by the Governors and appropriately minuted shall have authority to act as 'landlord' and determine those who may or may not be welcome on the site and premises. Those not welcome are considered to be banned.

In addition they are authorised to warn individuals, in the event of unacceptable behaviour, about "**Section 547 of the Education Act 1996**" and as updated,

powers available under the education legislation, (or any successor legislation) and the risk of criminal procedures.

In the event of a ban being imposed following the appropriate procedure, should there be an appeal, a panel of Governors not involved in the matter will hear the case in accordance with the rules of natural justice and make their conclusions on the matter on the balance of probabilities.

Reference:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/295978/school\\_security\\_advice\\_181212\\_2\\_.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/295978/school_security_advice_181212_2_.pdf)

- 5.19 The Headteacher and the Health and Safety Coordinator are responsible for the school's approach to staff "Wellbeing". Risk assessment will be done when needed to put in place the controls needed to remove or reduce risks to physical and mental health

This will include the commissioning of a competent Occupational Health provider with a full range of services, which if necessary could include health surveillance to ensure compliance with the law and the protection of the staff team.

Reference: <http://www.hse.gov.uk/stress/>

## **6.0 School Business Manager**

The School Business Manager acts as the Health and Safety Coordinator except for curriculum issues which are led by the Headteacher.

## **7.0 Health and Safety Coordinator**

The member of staff designated as the Health and Health and Safety Coordinator is the School Business Manager and the postholder will administer and manage day-to-day health and safety matters plus specific matters as identified in section 2.2 above on behalf of the Headteacher by:

- 7.1 Acting as the day-to-day link between the school and:

- The Headteacher;
- The Competent Person(s)\* (or body) from whom support and advice is obtained or purchased; this may be a member of staff, the Clifton Diocese, local authority and other help as required from for example Delegated Services and Hookways Partnership;
- The Governors and
- other providers of HS&W services such as water services organisations, asbestos management companies, electrical, gas and other utilities, radiation advisors and trips and expedition consultants.



\* <http://www.hse.gov.uk/business/competent-advice.htm>

- 7.2 Working with personnel in the school, who have a lead role in HS&W e.g., the Deputy Headteacher, the Educational Visits Coordinator; Kitchen Supervisor and Catering Manager; Site Manager; Special Educational Needs and Disability Coordinator (Sendco); by organising the following:

Item	Output
Requesting inspections	Actively checking premises and functions
Coordinating inspection reports	Identifying issues including good practice that should be promoted
Reporting issues arising from the inspections to the Headteacher, H&S Committee and Governors	Senior Management are informed of the current situation and staff through the H&S committee are informed and consulted
Requesting risk assessments	Ensuring <b>significant</b> risks are considered
Maintaining the risk assessment action plan	Risk assessments are regularly reviewed ( i.e. updated for changes in circumstances)
Reporting issues arising from risk assessment to Headteacher, H&S Committee and Governors	Senior Management are informed of the issues and staff through the H&S committee are informed and consulted
Holding the main risk assessment file in a suitable format that is accessible to users ( for example A-Z in a folder or online, ideally with document control to keep track of changes)	Risk assessments are available to all staff members and other users unless there is a security or confidentiality restriction. Risk assessments are regularly reviewed ( i.e. updated for changes in circumstances)
Giving out information from the local authority, Delegated Services and other advisors such as CLEAPSS, Food Standards Agency etc to all those to whom it will be applicable – by e-mail, on paper, poster, at staff meetings and so on.	Staff, volunteers, governors are aware of the up to date HSW ( and safeguarding, food safety, transport safety etc information)
Arranging for instruction and training, professional and personal development through the school system for this	Staff and volunteers have the skills, knowledge and experience to do their work safely and without risk to health.
Maintain records of information, instruction and training and supply these to Headteacher, H&S Committee and Governors	Refresher and renewal, induction, development training is done when needed; statutory and recommended competencies and qualifications are achieved

- 7.3 Taking a pro-active interest in the HS&W aspects of all activities including:

Item	Output
Joining with others to undertake inspections and risk assessments as appropriate	Inspections will actively look for problems that have not been picked up on daily checks for some reason ( and ask why not) whilst risk assessments are a key part of health and safety management
Checking that welfare and wellbeing legal requirements are being met ( for example The <b>Workplace (Health, Safety and Welfare) Regulations 1992</b> ) including such items as meal breaks, eating areas and provision for new and expectant mothers.	Maintaining good or better levels of basic standards in the workplace.  The pressure of work may lead to demands that will have to be looked at through a stress risk assessment
Being involved in pre-start contract meeting with contractors	Meeting the client duties under <b>The Construction (Design and Management) Regulations 2015.</b>
Advising the Headteacher, Deputy Headteacher and Governors of potential breaches of legislation and/or school policy and best practice	Anticipating problems in advance and deal with them before they are serious.
Prohibiting activities which may in the opinion of the post holder, cause harm, injury, or damage, pending the involvement of the school's competent person or other safety advisor	Meeting the duty in for example <b>Health and Safety at Work etc Act 1974 Section 2 and Section 37</b> and in the <b>Corporate Manslaughter and Corporate Homicide Act 2007</b> and preventing "serious management failures resulting in a gross breach of a duty of care.

7.4 Organising the school's Health and Safety Committee\* (\* if such a committee is in operation) meetings as frequently as appropriate to give time and full consideration to all aspects of HS&W and, in so doing arrange for the:

- (i) The attendance of the permanent committee members
- (ii) The attendance of occasional contributors as needed
- (iii) Circulation of the minutes and action points
- (ii) The management of the committee agenda to include key items covering for example:

- ❖ Lagging indicators such as accident and near-miss incidents;
- ❖ Risk assessments and safe systems of work;
- ❖ Inspection reports and action plans resulting from the outcomes of those reports;
- ❖ Areas of particular relevance to safeguarding and the 3C's which overlap or link up with health, safety and wellbeing;
- ❖ Food safety;
- ❖ Transport and trip safety;
- ❖ Environmental matters where applicable, and
- ❖ Security and personal safety

- 7.4.1 Each member of the committee should however lead on following up their own areas of work and responsibilities.
- 7.5 Recommending revisions to the HS&W Policy to the Headteacher and Governors.
- 7.6 Referring irresolvable matters via the Headteacher to the Governors.
- 7.7 Representing the school on relevant HS&W Working Groups, professional bodies etc.
- 7.8 Being familiar with the content of local Policies, Procedures, Codes of Practice and all other guidance bringing appropriate information to the attention of the Headteacher, Lead Teachers, specialist practitioners and others contributing to the safety system, as necessary.
- 7.8.1 Staff members are expected to be familiar with their own areas of work and responsibilities.

## **8.0 Designated Child Protection Officer(s)**

- 8.1 The Headteacher and the Health and Safety Coordinator should liaise with the DCPO so that any relevant activities or procedures will improve child protection.
- 8.2 Examples are:
  - First aid,
  - Trips and expeditions
  - Coaching activities
  - E-safety
- 8.3 Policies relating to safeguarding and child protection should make reference to health and safety issues as appropriate.

## **9.0 Manager of the “Single Central Record”**

- 9.1 The Headteacher and the Health and Safety Coordinator should liaise with the School Business manager so that any relevant activities or procedures will improve child protection.
- 9.2 Examples are:
  - Recruitment and selection of coaches, support staff and anyone not subject to recruitment as teaching staff;
- 9.3 Case studies (Serious Case Reviews and major national investigations as well as press reports of prosecutions) will be used to learn how to improve child and vulnerable adult protection.
- 10.0 Deputy Headteacher

10.1 The Deputy Headteacher will work primarily with teaching personnel in the school who have a lead role in managing higher risk activities. There will be a variety of these. Most will have guidance available from industry, governing body or specific advisory organisations. These will be used by St.Bonaventure's Catholic Primary School.

Examples are:

Subjects and activities	Possible hazards to children and adults
Performing arts such as dance, music and drama	Trips, slips and falls leading to head injury
Forest School	Getting lost, burns from fires, open water, Animal bites, stings, allergies to substances
Science	Chemicals, radiation, explosion, electrical shock.
Art, design and technology	Cuts, bumps, reaction to paints, chemicals, machinery
Off-site trips	Getting lost, road accidents, expedition hazards, disease, criminal action
Sports	Bruises, broken limbs, sudden heart problems
Use of the Internet	E-safety, radicalisation
Working with parents and carers	Some people may be aggressive or violent or have other issues

10.2 The Deputy Headteacher should encourage teachers and other practitioners to be risk aware rather than risk averse. Coping with risk is part of a child's learning and is often considered by OFSTED and equivalent inspection organisations during their visits.

10.3 The Deputy Headteacher will do the following within their areas of work:

Item	Output
Stand in for the Headteacher in meetings about health, safety, wellbeing, food safety, safeguarding and the 3C's.	The issues are dealt with effectively.
Request inspections in curriculum related areas and coordinate reports. Submit the reports to the Headteacher and the Health and Safety Committee or take action directly as needed	There is management supervision of activities. This should pick up dangerous activities that need to be reviewed, safeguarding concerns that must be resolved and prevent critical incidents
Request and help with risk assessments for curriculum related activities. This will include behaviour and SEN, disability issues and for example Personal Emergency Action Plans for fire safety.	The employer has the legal duty to manage risks. Staff members have to be involved since they have to understand hazard and risk and how to cope with it.

Work with the Health and Safety Coordinator and other colleagues on the School Risk Register, the school's A-Z risk assessment list and the curriculum related risk assessments list.	Risk assessments ( which may be part of teaching plans or separate records, or in some cases dynamic or specialist risk assessments recorded later) are "suitable and sufficient" as required for <b>Section 3(1) of the Management of Health and Safety at Work Regulations 1999</b>
Ensure that risk assessments are reviewed when (a) there is reason to suspect that an assessment is no longer valid; or (b) There has been a significant change in the matters to which it relates. Normally this will be part of a rolling programme of review.	Risk assessments and the records of them are kept active and up to date and remain "suitable and sufficient" as required in <b>Section 3(3) of the Management of Health and Safety at Work Regulations 1999</b>
Pass out information relating to health and safety, safeguarding and related issues from: a. The school's advisors; b. Advisory organisations such as CLEAPSS, ASE, c. Guidance from DfE, OFSTED, HSE, other government sources; d. Media reports and information.	Important guidance and learning – including analysing the mistakes of others (e.g. a media report of an accident or a fire) and the successes of others is fed into local practice.
Encourage and monitor professional and personal development of staff members, arrange instruction and training and maintain training and development records.	Staff members are the best they can be in terms of knowledge, practice, skills, experience and confidence.
Report training and development statistics and results to the Headteacher and management team and to the health and safety committee.	Training needs are predicted and planning done.
Support and manage the staff members under their supervision.	Staff members have personal and professional support which may include health and safety, safeguarding questions, online bullying and stress.

10.4 The Deputy Headteacher will be responsible for school trips, off-site and educational visits. They may act as the **Educational Visits Coordinator** or appoint one. The Deputy Headteacher will ensure **Party Leaders** are suitable trained for the activities they are leading.

## **11.0 Senior teaching staff and/or subject leaders**

- 11.1 Subject Leaders are accountable to the Headteacher for all matters relating to HS&W within their areas of activity. Subject Leaders will liaise on a day-to-day basis with the Deputy Headteacher, but also as necessary with the Health and Safety Coordinator and Site Manager regarding HS&W matters.
- 11.2 Subject Leaders must:
- ensure that all staff under their control:
    - receive information on their duties regarding HS&W matters
    - are appropriately inducted, instructed and trained to carry out their duties efficiently and effectively, and
    - are supervised appropriately according to their level of competence.
- 11.3 make themselves familiar with Regulations and Approved Codes of Practice relevant to their specialist areas e.g., by applying guidance from appropriate professional bodies for example:
- Association for Physical Education
  - Design and Technology Association (DATA)
  - Consortium of Local Education Authorities for the Provision of Science Services (CLEAPSS) (and in particular it's Model Health and Safety Policy for Science Departments L223 or any update.
- 11.4 take responsibility for carrying out all risk assessments and for producing their own area of activity's safety procedures and safe working arrangements, and bringing them to the attention of members of staff including new entrants, supply teachers etc.
- 11.5 ensure that all Learning Support Assistants, Supply Teachers, Meals Supervisory Assistants, and any other person or persons likely to work or be present in a classroom, workshop or any other area for teaching and learning activity, are made aware of the school's arrangements and procedures, including risk assessments, relating to the work area, before commencing work.
- 11.6 take responsibility for consulting with Safety Representatives and Trade Unions/staff representatives on HS&W matters.
- 11.7 take responsibility for ensuring all statutory notices, placards, regulations and safety signs are displayed as appropriate to the workplace.
- 11.8 ensure that a copy of the Fire Evacuation Procedure and Assembly Point are prominently displayed in all rooms and areas.
- 11.9 take responsibility for liaising with the Health and Safety Coordinator and making arrangements for facilities such as first aid equipment, protective clothing/equipment, registers, log books etc.

- 11.10 take responsibility for ensuring that all plant, machinery, equipment, tools, materials, and substances etc received from suppliers are accompanied by appropriate information, including in particular Manufacturer's Data Sheets, COSHH guidance, Instruction Handbooks etc, so that appropriate risk assessments can be undertaken prior to use.
- 11.11 carry out a seasonal safety inspection of their area of activity, (three times a year). Priority must be given to plant, machinery, equipment, electrical appliances and risk assessments for the use of substances and general facilities.
- 11.12 first isolate, (take immediate safety action) then report to the Site Manager (verbally and in writing) all problems, defects and hazards as soon as they become apparent.
- 11.13 report and if appropriate make recommendations to the Health and Safety Coordinator on any practices, premises, equipment, etc, which give rise to risks to HS&W concerns.

## **12.0 Role of early years and senior childcare staff**

- 12.1 The requirements of the EYFS framework will be met or exceeded in regard to health, safety and wellbeing. Input from medical practitioners and other advisors will be sought where this will improve the outcomes for the child and their family.

Ref: <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

## **13.0 Role of SENCo/SENDCo**

- 13.1 The person with lead responsibility for SEN and disability issues will give advice to colleagues and liaise when necessary on health and safety related matters. There will be links with the Equality Policy and similar documents and actions.

## **14.0 Role of the Site Manager and/or Premises and/or Facilities and/or Caretaker**

14.1 The Site Manager/Caretaker will be responsible for supervision of the cleaning team and for co-ordinating all contractual work and maintenance carried out on the premises. He or she must make the Health and Safety Coordinator aware of all contractors and/or third parties entering the school to undertake maintenance, service, or works contracts whilst also liaising with others, as appropriate, to ensure safety procedures and policy agreements are observed.

14.2 The Site Manager/ caretaker will have authority from the Health and Safety Coordinator to check that contractors have adequate safety procedures in force and that they are aware of the school's HS&W Policy as it affects them and will:

- 14.2.1 ensure that strict procedures are laid down for building work such as roofing, excavation and drainage, alterations to building structures, refurbishments and renovations or remodelling schemes.
- 14.2.2 ensure that HS&W matters regarding Grounds Maintenance, Cleaning, and Catering Contracts and in particular ensuring that the catering/ grounds maintenance managers are aware of any implications of the school 's HS&W Policy as it affects their work activities e.g., the storage arrangements for materials, equipment, and substances.
- 14.2.3 compile a 'Buildings Register' identifying known hazardous substances and materials (e.g.: asbestos, Legionella, lead, flammable materials and substances etc).
- 14.2.4 ensure that (i) a seasonal inspection is completed three times a year by a representative team including staff and pupils, (the latter appropriate to their age) with defects reported accordingly and (ii) a property survey of the school 's buildings/ premises is carried out annually.
- 14.2.5 keep a Premises Log Book up-to-date with the results of repair and maintenance, taking action to organise work when equipment is overdue for attention.
- 14.2.6 establish Emergency Procedures for the evacuation (e.g., gas leaks, fire, bomb warnings), lockdown (e.g., severe weather, trespassers, industrial incident) of the school 's site/premises and emergency procedures for lost or missing children.
- 14.2.7 ensure that competent person(s) or specialist(s) are consulted as necessary to advise on HS&W matters and, in particular, technical issues, sampling, monitoring and auditing requirements.
- 14.2.8 ensure that all plant, machinery, equipment, tools, materials, and substances etc, received from suppliers for the school's use are accompanied by appropriate information, including in particular, Manufacturer's Data Sheets, COSHH guidance, Instruction Handbooks etc, prior to use.

## 15.0 Role of the Catering Manager

- 15.1 The Catering Manager must be familiar with the school's Health, Safety and Wellbeing Policy and its implications for catering activities and working arrangements for the employees.
- 15.2 They should work in accordance with the Health, Safety and Wellbeing Policy and other guidance issued by the school. In addition they should apply industry specific best practice. Where the catering is contracted out the contractor's health and safety procedures should be followed as well. If there is any conflict then this should be resolved by discussion.
- 15.3 Catering related contractors such as suppliers using the school premises will be required to follow school health and safety procedures.
- 15.4 The Catering Manager is expected to be familiar with the Food Safety Act 1990 and relevant legislation. The advice and guidance from the Food Standards Agency and other regulators must be followed. This includes having a Hazard Assessment and Critical Control Point food safety management system in place.



15.5 The Catering Manager is expected to achieve not less than 4 stars and preferably 5 stars under the local government environmental health “Scores on the doors” rating system. All inspections and inspection reports must be supplied to the Premises Manager or Health and Safety Coordinator.

15.6 The Premises Manager or Health and Safety Coordinator should receive copies of maintenance and inspection for all plant and equipment used in the school catering service. This includes Portable Appliance Testing (PAT) and gas safety checks.

15.7 Defects and other problems should be reported to the Premises Manager or Health and Safety Coordinator. The Catering Manager will be delegated with the authority to organise everyday repairs with the remit for this reviewed at least annually.

15.8 The Catering Manager is responsible for a fire risk assessment for catering activities to be done in liaison with the school.

15.9 The Catering Manager is responsible for risk assessing catering and related activities such as food deliveries or the supply of new equipment. This covers both safety and health related issues.

15.10 All employees in catering should be given suitable induction training and continuing professional development training. School procedures for health and safety as well as safeguarding are to be included in their training.

15.11 The Catering Manager needs to ensure safeguarding best practice is followed.

## **18.0 Role of the First Aiders**

18.1 The First Aiders are for meeting the requirements of the Health and Safety (First-Aid) Regulations 1981.

18.2 They also provide a first aid service to pupils and visitors.

18.3 In addition they may assist in first aid to the public and in the use of External Defibrillator machines.

18.4 Any first aid situation requires a dynamic risk assessment to identify if the area is safe to administer first aid. In particular checks must be made regarding electricity, dangerous substances including gases like carbon monoxide and risk from height or water.

18.5 First aiders will be trained to a suitable level as published in guidance by the Health and Safety Executive.

18.6 Special circumstances may require additional training, arrangements and equipment. Examples are sports events, educational trips and expeditions.

## **19.0 Role of the Fire Wardens /Fire Marshals**

19.1 Fire wardens (also called marshals) support fire safety procedures such as prevention, inspection, detection and alarm and evacuation. They may also help with other critical incidents such as gas leaks or water floods, lockdowns and terrorist type events.

19.2 Although all staff have a role in these items and in an emergency would be expected to support leadership staff as far as they are able the Fire Wardens have a defined list of tasks.

19.3 As part of the fire and other emergencies plan they support leadership staff in organising an evacuation if needed or other movement of colleagues, pupils and visitors.

## **20.0 Role of Trade Union Health and Safety Representatives**

20.1 Trade Union representatives have rights given to them under the *Safety Representatives and Safety Committees Regulations 1977*. The school recognises these and will include them within employee consultation.

20.2 The Governors will encourage the appointment of Trade Union (TU) Safety Representatives from both teaching and support staff.

20.3 The Headteacher will consult regularly with TU Safety Representatives on HS&W matters. Safety Representatives will be encouraged by the Headteacher to fulfil their roles, including being released for any appropriate training.

20.4 TU Safety Representatives will be entitled to inspect the school in accordance with the agreed Trade Union procedures and agreements. The timescales for such inspection, monitoring and auditing procedures will be defined and arranged through the school's Safety Committee.

20.5 TU Safety Representatives have the right to receive any reports arising from accidents, injuries and any investigations carried out by the HSE or other authoritative bodies.

20.6 In the absence of TU representatives the Headteacher will seek volunteers from teaching and support staff areas with whom to consult and comply with the

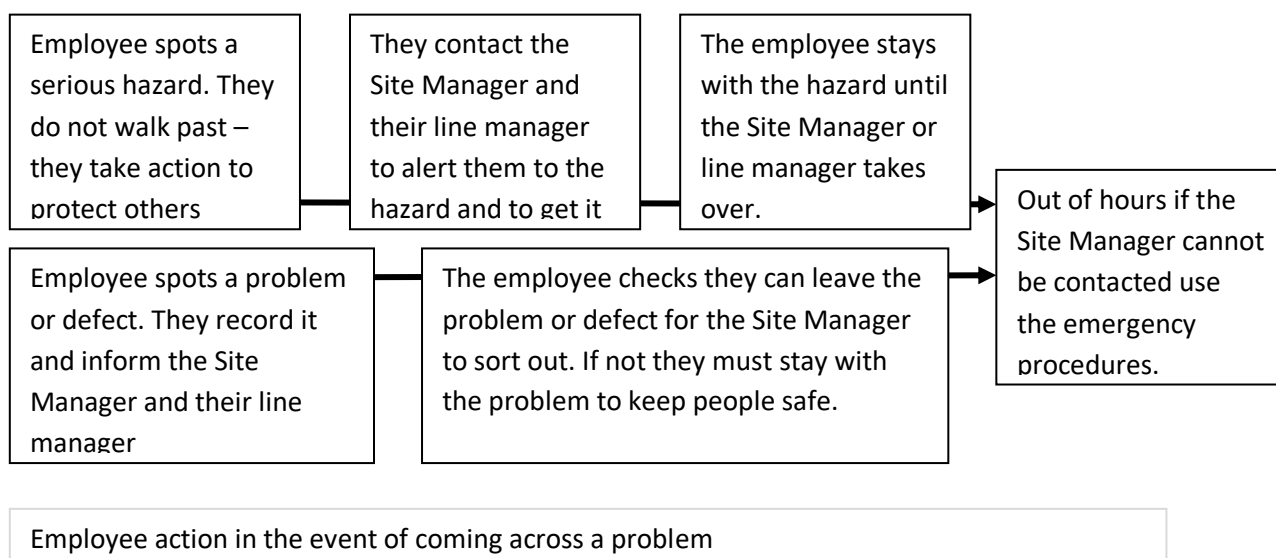
Consultation with the *Health and Safety (Consultation with Employees) Regulations 1996*. (See Section 21 below)

## **21.0 Role of the Employee Health and Safety Representatives\* (if applicable)**

- 21.1 In the absence of TU representatives the Headteacher will seek volunteers from teaching and support staff areas with whom to consult.
- 21.1 The school will ensure there is consultation with all employees in order to meet the general obligations under the *Health and Safety at Work etc Act 1974* and specific requirements under regulations.

## **22.0 The role of employees**

- 22.1 Every employee has a responsibility under the *Health and Safety at Work etc. Act 1974 Section 7* and *The Management of Health and Safety at Work Regulations 1999 Section 14* to take reasonable care for the health and safety of themselves and of other persons who may be affected by their acts or omissions at work and to cooperate with their employer in the performance of the employer's health and safety duties.
- 22.2 All employees will be given access to the school's HS&W policy and need to be familiar with all documents relating to HS&W in the school. Employees will pay particular attention to the policy and risk assessments as they relate to particular work activities.
- 22.3 Employees must be familiar with the HS&W Policy, its implications and any procedures, arrangements and practices as applicable to their roles and responsibilities.
- 22.4 Employees are responsible and accountable to the Governors, Headteacher and those delegated various responsibilities as described above for the implementation of the school's HS&W Policy in the performance of their duties.
- 22.5 Employees must conform to responsibilities as laid down in safe working arrangements for specific roles and responsibilities.
- 22.6 The school's staff members must ensure that all pupils or persons under their control receive instruction and are provided with suitable training to enable them to behave in a safe and efficient manner.
- 22.7 If staff find a problem they must first isolate, then take immediate safety action, then report, (verbally and in writing) all problems, defects and hazards to their line manager or the Site Manager as soon as they become apparent. This is illustrated below.



## 23.0 The role of pupils and students

- 23.1 Anyone who is not employed by the school is covered by the general duties described in Section 3 of the Health and Safety at Work etc Act 1974.
- 23.2 Contractors are external to the school and are covered under the arrangements section below.
- 23.3 Pupils and students are expected to follow the behaviour requirements of the school and to cooperate in the health and safety management processes. Teachers and school staff generally are responsible for making pupils and students aware of health and safety procedures whether during lessons, trips or more generally.
- 23.4 The school has an overall responsibility for safeguarding young people which includes health and safety issues. There are separate policies (linked as necessary with other policies) on safeguarding and child protection. Related policies and procedures are for example e-safety, food safety, use of school transport and environmental issues.
- 23.5 The school will encourage pupils and students to learn life-skills which include assessing and managing hazards and risks, exploring risky activities so they can be achieved safely and learning how to prepare for adult life and work.
- 23.6 Pupils and students will be encouraged to take part in the school community and contribute to health, safety and wellbeing initiatives.

## **24.0 Role of parents and carers**

24.1 Anyone who is not employed by the school is covered by the general duties described in Section 3 of the Health and Safety at Work etc Act 1974.

24.2 Parents and carers, other relatives and visitors in general are expected to follow the instructions and guidance of the school in regard to health, safety and wellbeing.

24.3 The school hopes that are parents, carers and all others connected with the work of the school will contribute to the high standard of health, safety and wellbeing required. All visitors are expected to respect the staff and not be abusive or unpleasant. Problematic visitors may be subject to sanctions.

24.4.1 The PTA is guided by its own policies and procedures which are agreed with the school where these involve premises, facilities, staff and pupils.

## **25.0 The role of external advisors**

25.1 Where possible the school will have its own staff trained to provide advice and expertise.

25.2 External advisors will be used when necessary on health, safety and wellbeing issues such as gas safety, critical incidents, trips and health and safety management.

## **26.0 The role of external regulatory agencies**

26.1 The school will make use of the statutory requirements and non-statutory guidance published by regulatory agencies including:

Avon Fire and Rescue Service

Bristol City Council

Department for Education

The Environment Agency

The Food Standards Agency

The Health and Safety Executive

OFSTED

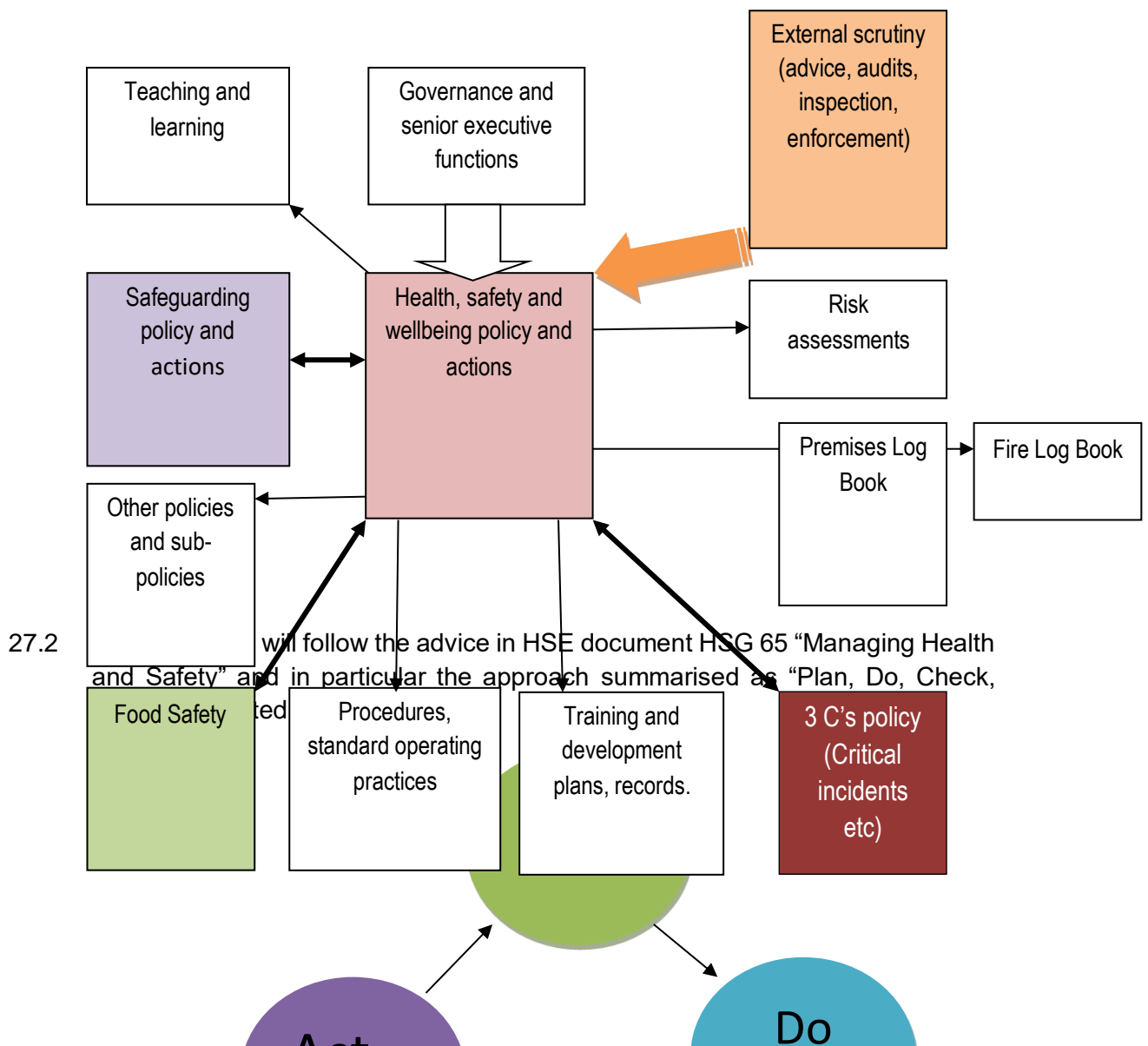
26.2 The school will cooperate fully with any informal visit, inspection or investigation by the above agencies or other authorised bodies.

## Part 3: ARRANGEMENTS – what do people do?

27.0 The governing body has adopted all previously used local authority policies and arrangements, as adapted as necessary for local use. They will be reviewed and updated on a rolling basis.

When roles, titles, etc., change, they will be updated in this document at its *next* review.

This policy is part of the school's overall health, safety and wellbeing system and the *graphic below* illustrates how it fits with some other parts of the system.



27.3 The governors are aware of the key elements of the Sentencing Council guidelines as published at:

<https://www.sentencingcouncil.org.uk/publications/item/health-and-safety-offences-corporate-manslaughter-and-food-safety-and-hygiene-offences-definitive-guideline/>

27.4 In a court case, if a guilty verdict is reached the elements considered include the following matters. (These are extracts of the full document which can be freely downloaded as above)

Culpability (Fig 1 below)

Harm (Fig 2 below)

Fine or custodial sentence (Fig 3 below)

## Culpability

Where there are factors present in the case that fall in different categories of culpability, the court should balance these factors to reach a fair assessment of the offender's culpability.

### Very high

Deliberate breach of or flagrant disregard for the law

### High

Offender fell far short of the appropriate standard; for example, by:

- failing to put in place measures that are recognised standards in the industry
- ignoring concerns raised by employees or others
- failing to make appropriate changes following prior incident(s) exposing risks to health and safety
- allowing breaches to subsist over a long period of time

Serious and/or systemic failure within the organisation to address risks to health and safety

### Medium

Offender fell short of the appropriate standard in a manner that falls between descriptions in 'high' and 'low' culpability categories

Systems were in place but these were not sufficiently adhered to or implemented

### Low

Offender did not fall far short of the appropriate standard; for example, because:

- significant efforts were made to address the risk although they were inadequate on this occasion
- there was no warning/circumstance indicating a risk to health and safety

Failings were minor and occurred as an isolated incident

Fig: 1.

## Harm

Health and safety offences are concerned with failures to manage risks to health and safety and do not require proof that the offence caused any actual harm. **The offence is in creating a risk of harm.**

- 1) Use the table below to identify an initial harm category based on the **risk of harm created by the offence**. The assessment of harm requires a consideration of **both**:
  - the seriousness of the harm risked (A, B or C) by the offender's breach; and
  - the likelihood of that harm arising (high, medium or low).

	Seriousness of harm risked		
	Level A • Death • Physical or mental impairment resulting in lifelong dependency on third party care for basic needs • Significantly reduced life expectancy	Level B • Physical or mental impairment, not amounting to Level A, which has a substantial and long-term effect on the sufferer's ability to carry out normal day-to-day activities or on their ability to return to work • A progressive, permanent or irreversible condition	Level C • All other cases not falling within Level A or Level B
High likelihood of harm	Harm category 1	Harm category 2	Harm category 3
Medium likelihood of harm	Harm category 2	Harm category 3	Harm category 4
Low likelihood of harm	Harm category 3	Harm category 4	Harm category 4 (start towards bottom of range)

Fig: 2.



<b>Micro</b> Turnover or equivalent: not more than £2 million			
	Starting point	Category range	
<b>Very high culpability</b>			
Harm category 1	£250,000	£150,000 –	£450,000
Harm category 2	£100,000	£50,000 –	£200,000
Harm category 3	£50,000	£25,000 –	£100,000
Harm category 4	£24,000	£12,000 –	£50,000
<b>High culpability</b>			
Harm category 1	£160,000	£100,000 –	£250,000
Harm category 2	£54,000	£30,000 –	£110,000
Harm category 3	£30,000	£12,000 –	£54,000
Harm category 4	£12,000	£5,000 –	£21,000
<b>Medium culpability</b>			
Harm category 1	£100,000	£60,000 –	£160,000
Harm category 2	£30,000	£14,000 –	£70,000
Harm category 3	£14,000	£6,000 –	£25,000
Harm category 4	£6,000	£2,000 –	£12,000
<b>Low culpability</b>			
Harm category 1	£30,000	£18,000 –	£60,000
Harm category 2	£5,000	£1,000 –	£20,000
Harm category 3	£1,200	£200 –	£7,000
Harm category 4	£200	£50 –	£2,000

Fig: 3.

## Arrangements by topic

**28.0** The following health, safety and wellbeing topics are listed alphabetically. They are intended as an outline of the arrangements made. As illustrated in the graphic in Section 3.1 above the health and safety management system is extensive and consists of documents, posters, training, standard operating procedures and many other aspects. Within a basic structure there are day to day decisions, dynamic risk assessments and risk assessments being updated, new guidance being received and new training being absorbed.

**28.1** *Where there is a reference to a document or other reference please note this draft is using a standard form of words until the agreed arrangements are confirmed.*

**28.2** The governors and school management are aware that there is additional law other than occupational health and safety law that may affect what is commonly called “health and safety”. This includes licensing law, highway and transport legislation, food safety, environmental management and the area of civil law.

**29.0** Accidents (this includes near-miss incidents and cases of aggression and violence) Reporting

- 29.1 There is a legal requirement to report certain accidents under the *Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013* usually called RIDDOR.

All accidents are to be reported in line with the procedures contained in the 'Policy and Procedures for Reporting Incidents of Violence, Injuries, Diseases and Dangerous Occurrences'. Accident and incident forms, which are available from the medical and staff room, are to be sent to the Delegated services or the school's competent person.

- 29.2 This procedure will be brought to the attention of all employees. All employees and pupils will be encouraged to report near misses so that potentially hazardous situations can be dealt with before an incident occurs.

### **30.0 Administration of Medicines and support for pupils and other people with medical conditions**

Arrangements for the administration of medication in the school will be in accordance with the "Supporting Pupils with Medical Conditions Policy 2016 and "Supporting pupils at school with MedCon(formerly known as the Administration of Medicines) First Aid and Dealing with Bereavement V1.0 2014 .

This procedure will be brought to the attention of all employees, volunteers and parents. The aim is to ensure the school knows of any medical conditions requiring either day to day medication or emergency medication. Parents and carers know they will be informed of medication administered and any additional information which will help in the longer term management of the medical condition.

The policy can be found at: the school website

### **31.0 Asbestos Management**

No Asbestos containing materials were used in the construction of the school and no asbestos containing materials are to be brought on to site. The only exception to this could be in the case of display materials, e.g. WWII gas mask in sealed container.

### **32.0 Buildings and premises**

32.1 The management of the school's premises will be assisted by the keeping and use of documentation. This will enable planned maintenance, asset protection, audits and provide references for future work.

32.2 Key documents (paper or electronic) will include:

- ✓ A premises log book;
- ✓ Records of maintenance, inspections and repairs;
- ✓ Defect reporting procedure;
- ✓ Fire, Asbestos, Legionella, radiation and other key matters as required –if they are required;
- ✓ Insurance inspections;
- ✓ Defect reports;
- ✓ Other documents as needed.

32.2 The Delegated Services Premises Listings are used as a helpful aide-memoire.

### **33.0 Caretaking and Premises Management**

The School will adopt and implement the *'Safe Working Policy and Practice for Caretaking Personnel'*.

This policy is located in the whole school policy in the teachers drive.

### **34.0 Communicating information to employees and other persons who are not employees.**

34.1 There will be staff notice-boards, staff meetings, school and staff newsletters and e-mail briefings as well as the Health and Safety Committee. These will be supplemented as necessary by special meetings or focus groups. There will be a staff website and a school website. Parents and carers will also be on a text service.

34.2 Contractors will get briefings appropriate to their work or project. This will include hazard warnings including asbestos locations and know high risk areas.

34.3 Perimeter and site posters and signs or other markings will be used as suitable for example to warn that the site is not generally open to the public.

### **35.0 Computers and other IT equipment and systems**

35.1 This covers a wide range of items. Traditional information systems such as the school network wired or wireless and attached terminals are only part of the current "wired society". Other aspects include mobile devices, equipment linked to the Internet, the World Wide Web and so on.

35.2 Equipment related to information, technology and communications will be managed by the designated staff from teaching and learning and from the support staff.

In this school it is the TWS ICT technician and ICT coordinator

35.3 Display screen assessments when required will be organised through the Health and Safety Coordinator who is also the School Business Manager

35.4 E-safety is managed by the ICT coordinator . See the section on safeguarding/safeguarding policy/ and the “E-safety Policy” on the school website

35.6 Data Protection requirements are dealt with by DPO officer (Integra).

35.7 All IT facilities are subject to the relevant safety risk assessments relating to for example work on electrical equipment, lone working, manual handling and work at height.

### **36.0 Contractors**

36.1 Contractors are all paid workers not employed directly by the school. This will include building maintenance staff, construction personnel, visiting advisors and supply staff.

36.2 All contractors entering or working on school premises will do so only with the permission and authorisation of the Headteacher, Health and Health and Safety Coordinator and Site Manager.

36.3 Any work that might disrupt teaching and learning will be arranged to minimise this as far as possible.

36.4 Health and Safety documentation including references, risk assessments, method statements, and safe systems of work, appropriate to the working circumstances will be examined when contractors are considered

36.5 The Health and Safety Coordinator and Site Manager will be overall responsible for liaising with contractors. They will ensure safe working arrangements by providing:

- A copy of the school 's Policies, Procedures, Codes of Practice and other guidelines; The school 's Asbestos Survey;
- Other documents as needed;
- Checking contractors' documents and other details as necessary.

36.6 Contractors will be informed in writing regarding this contact post and will follow that guidance. The Governors will be made aware of any specific problems.

Day to day practice will be based on what is appropriate for each type of contractor.

36.7 For further guidance see: Policy folder

### **37.0 COSHH (Control of Substances Hazardous to Health)**

37.1 For the purposes of this policy the governors recognise the everyday understanding that all chemicals should be considered here and any other similar things. In law certain items such as lead and asbestos have their own regulations so they are also mentioned separately.

37.2 The Governors recognise the requirement for the school to carry out risk assessments in accordance with the COSHH Regulations and other legislation and allocates lead responsibility for ensuring these items are in place across all school teaching and learning functions to be lead by the Caretaker.

37.3 Other COSHH related matters will be considered by the Health and Safety Coordinator and the Site Manager.

37.4 The legislation involved includes:

Control of Asbestos Regulations 2012

Control of Lead at Work Regulations 2002 (CLAW)

Control of Substances Hazardous to Health Regulations 2002

The Dangerous Substances and Explosive Atmospheres Regulations 2002

Explosives Regulations 2014

Explosives Regulations 2014 (Amendment) Regulations 2016

Ionising Radiation Regulations 1999 (IRR99)

Petroleum (Consolidation) Regulations 2014

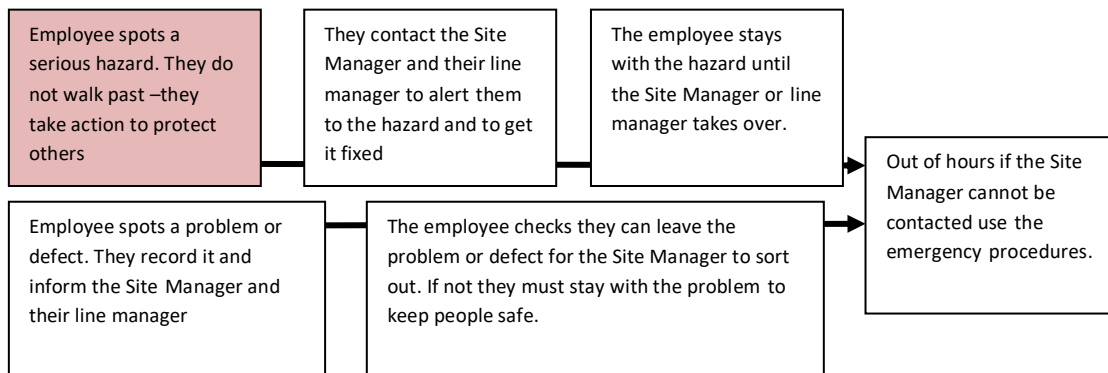
37.5 The school subscribes to advice from CLEAPSS which is recognised by the Health and Safety Executive as a source of guidance.

### 38.0 Defect reporting

38.1 There will be a defect reporting procedure (paper, online, verbal; as appropriate) so that problems can be dealt with quickly and effectively.

38.2 All employees are expected to act as follows. If staff find a problem they must first isolate, then take immediate safety action, then report, (verbally and in writing) all problems, defects and hazards to their line manager or the Site Manager as soon as they become apparent. This is illustrated below.

Employee action in the event of coming across a problem



### 39.0 Display Screen Equipment (DSE) and workplace risk assessment

39.1 The Health and Safety (Display Screen Equipment) Regulations 1992 require that regular users of all types of display screen equipment are risk assessed and steps are taken as needed to protect their health and safety.

39.2 The school will arrange risk assessments as necessary. All employees and anyone else on school business such as volunteers can ask for a risk assessment regarding their workplace and the use of DSE. (Other issues to do with IT are covered under Section 35 “Computers”.)

### 40.0 Electricity

40.1 The use of electrical systems will follow the current legal requirements. These include the general duties within the Health and Safety at Work etc Act 1974 Section 2 (2) and the Electricity at Work Regulations 1989.

40.1 Electricity within teaching and learning will also follow the guidance from CLEAPSS and DATA.

40.2 For further details see: Risk assessments

## **41.0 Emergency Procedures**

41.1 The specific procedures are as contained the following documents. These are based on the 3C's advice from Delegated Services (Policy for Critical Incidents, Business Continuity and supporting the Community) and government guidance. The school accepts that the nature of an emergency means that they may not fit into a previously encountered scenario and staff will need to react using their training and judgement.

- a. Fire evacuation procedures as part of the Fire Risk Assessment to meet the obligations under the Regulatory Reform (Fire Safety) Order 2005
- b. First aid and medical support in relation to the First Aid at Work Regulations 1981 and statutory guidance from DfE.
- c. Problems from gas, water and electricity such as leaks, floods and service outage
- d. Intruder, crime and terrorism including aggression and violence from parents or other visitors

For more information see: Risk assessments file

## **42.0 Extended Activity outside Core Hours**

42.1 The Governors recognise the need to set down arrangements for Extended Activities such as Breakfast Clubs, Holiday Playschemes etc. In addition to arrangements already in place for Lettings (see Section 49), and according to specific circumstances, there will be a Transfer of Control Agreement or similar documentation which clarifies handover arrangements, use of premises etc.

## **43.0 Fire Precautions**

43.1 The arrangements for general fire safety as required under the Regulatory Reform (Fire Safety) Order 2005 will be in accordance with the outcome of a Fire Risk Assessment and reviewed annually unless requiring revision due to substantial change.

43.2 The school's Fire Log Book will be used to record weekly system tests, practice and unplanned evacuation drills, training on equipment, visits by the Fire and Rescue Service, emergency crate inspections, etc.

43.3 The school's Premises Log Book will hold the Fire Log Book, repair, maintenance, and servicing records for smoke detectors, fire alarms, extinguishing equipment, emergency lighting, etc.

## **44.0 First Aid Provision and medical support**

44.1 The arrangements for first aid in the School will be in accordance with the procedure as laid down in the "Supporting Pupils with Medical Conditions Policy 2016 and "Supporting pupils at school with Medical Conditions (formerly known as the Administration of Medicines) First Aid and Dealing with Bereavement V1.0 2014. First aid boxes will be located in high hazard areas e.g., Science, DT, Sports and PE and kitchens.

44.2 The names of First Aiders and others with appropriate skills must be posted on the school's HS&W notice board and at strategic locations within the school.

#### **45.0 Higher risk curriculum areas**

Higher risk curriculum areas are subject to analysis and risk assessment taking advantage of national body expertise and standards such as:

- AfPE for sport and other PE activities;
- ASE for Science;
- Association of British Theatre Technicians
- CLEAPSS for Science, DT and Art;
- Institute of Physics;
- DATA for DT and Art;
- Early Years advisors and organisations
- One Dance UK
- Royal Society of Biology;
- Royal Society of Chemistry;

#### **46.0 Housekeeping**

46.1 The Site Manager/Caretaker and others will ensure adequate arrangements are in place to keep the school clean and tidy through good housekeeping. In particular, rubbish and other combustible materials will not be allowed to accumulate. Boiler rooms, battery rooms, the area under the stage, and all designated escape routes will be kept clear at all times. Rubbish bins, skips, etc will be located away from school buildings and secured to suitable fixed points.

46.2 Lead Staff will make regular checks of their areas, maintaining tidiness, arranging adequate storage and ensure appropriate cleaning arrangements.

#### **47.0 Incident reporting**



47.1 This is described under Section 29 regarding accidents and Section 38 about defect reporting.

## **48.0 Inspections**

Regular inspections and checks will take place to assist in the management of the school premises.

## **49.0 Lettings**

49.1 The school has a range of lettings. The school will ensure that its 'Letting Terms' are explicit regarding the respective roles and responsibilities of both itself and the Hirer for HS&W matters including: Insurance arrangements, Risk Assessments, First Aid, and Emergencies. Please refer to lettings policy.

49.2 All hirers of the school premises, including the hall, other rooms or grounds must be given instructions regarding all relevant procedures operating in the school. All emergency exits must be unlocked, and a telephone must be available for emergency calls. The premises or grounds must be inspected and secured after use. A mini version of the Premises Log Book will be available for the hirer to use in evacuation and liaison with the Fire and Rescue Service if they are in sole use of the site.

49.3 The mini-premises logbook will have:

- a) Site plans;
- b) Key locations except where this affects security;
- c) Fire safety information such as how to turn off equipment;
- d) Important contacts and their details;
- e) Other relevant information.

## **50.0 Local Exhaust Ventilation and air extraction**

50.1 The Governors recognise there will be occasions when it will be necessary to refer to outside specialists for air monitoring and the checking of ventilation systems installed for the removal of dusts, vapours, gases etc, (e.g., fume cupboards, woodwork extraction, heat treatment, soldering etc). Provision will be made to ensure this takes place at least every 14 months (from Schedule 4, COSHH). A record of all such tests will be kept in the Premises Log Book.

50.2 Air extraction in kitchens and other types of air extraction

Cooker hoods and other catering ventilation will be installed to ensure adequate removal of waste gases from cooking equipment and to maintain a suitable temperature and humidity for the staff members.

50.3 Other air extraction will be provided and maintained as needed around the premises in for example:

- Kiln rooms;
- Vehicle maintenance areas

- Toilets and washrooms,
- Rooms where there are photocopiers or other equipment;
- Rooms that may become hot during parts of the year.

## **51.0 Lone Working**

The precautions to be taken in relation to lone working will be in accordance with the 'Lone Working Policy'.

For more information see: Whole school policy file teachers drive

- Kiln rooms;
- Toilets and washrooms,
- Rooms where there are photocopiers or other equipment;
- Rooms that may become hot during parts of the year.

## **52.0 Machinery and plant (including utilities and premises where necessary)**

**This is covered in Section 58 below.**

## **53.0 Manual Handling (i.e. lifting and carrying of objects) and the lifting & carrying of children or adults as part of care arrangements**

53.1 Responsibility for organising the safe manual handling of significant loads will rest with the Site Manager. The Site Manager will assist other staff for example teachers where loads need to be carried.

53.2 The lifting and carrying of children or adults as part of care arrangements will be managed by the SENDCO, First Aiders and the Site Manager.

53.3 All lifting and carrying of objects or people will only be permitted after suitable risk assessment has been undertaken by a competent person (usually one of the people in paragraph 53.2) and all the precautions and control measures identified are in place.

53.4 Where possible standard operating procedures will be used as part of premises management or care plans.

53.5 Equipment such as hoists, trolleys, wheelchairs will be inspected and maintained.

53.6 The SENDCO will ensure safe and considerate manual handling of pupils to eliminate or if this is not possible minimise risks. In addition to a suitable and sufficient risk assessment, it will be identified if there is another way to undertake the task so that greater consideration of the person's personal wishes and right to dignity are respected.

53.7 Appropriate equipment will be purchased and specialist training provided if needed; review and amendment of local policies will take place as necessary and all manual handling accidents and near misses will be investigated.

#### **54.0 Monitoring and auditing health and safety performance**

54.1 The school will apply the Health and Safety Executive recommended process of Plan, Do, Check and Act as mentioned in Section 27.2 above.

54.2 There will be a rolling programme of updating documents (and hence procedures) including risk assessments and policies.

54.3 Audits will be carried out of the school at regular intervals to maintain or improve overall performance. The frequency will depend on the outcomes of each audit. The starting point is every 3 years. (In other words the inspection regime is similar to the way OFSTED adjusts how often it visits educational establishments).

54.4 Monitoring includes regular walkabouts and meeting employees, pupils and contractors. Walkabouts may be formal and recorded or day to day “walking the job” picking up issue before they become a problem.

#### **55.0 Noise, high sound levels and vibration (such as from machinery and music)**

55.1 The Governors recognise there may be problems experienced with noise, high sound levels and vibration. Lead Staff will report all such cases to the Site Manager or Caretaker. If required, specialist advice will be sought to monitor the hazard, assess risk and take remedial action if necessary.

#### **56.0 Off- Site Visits, educational trips and sports events**

56.1 Arrangements for all Off-site Visits such as field trips and extra-curricular activities will comply with the *‘Procedures and Code of Practice for Off- Site Visits’* and the school’s *“Trips Policy”*.

#### **57.0 Outdoor structures, seating, monuments and other miscellaneous features**

57.1 This item covers the wide range of external features from fences to gazebos and roof gardens. The principle is of regular inspection and maintenance. Specific risk assessment may be necessary for some things although some items commonly in use such as benches are “everyday risks” and unlikely to need detailed risk assessment.

57.2 Control measures include day to day walking the job picking up issues before they become a problem.

#### **58.0 Plant, Machinery, and Equipment**

58.1 The provision and use of plant, machinery and equipment in the school will be in accordance with the policy as laid down in the *‘Policy and Procedures for the Maintenance of Installations, Plant and Equipment’*.

58.2 The Governors recognise that specialist advice is required to determine the safety requirements for the:

- adequate and correct guarding of machinery
- run-down and emergency stopping of machinery
- general inspection of plant, equipment and machinery
- storage and transportation of toxic substances, gases etc, and
- disposal of toxic and other waste substances and materials.

Specialist advice will be obtained as necessary by hiring contractors and advisors as needed.

58.3 Lead Staff will be responsible for ensuring that periodic checks are carried out of plant, machinery, and equipment within their area of activity. Maintenance and inspection reports will be kept with or near the equipment to which they relate and copies kept in the Premises Log Book.

58.4 A thorough inspection of work areas will take place three times a year in the presence of the Safety Representative and other designated person(s) as decided by the school's Safety Committee.

58.5 New plant, machinery, equipment, materials, substances will be brought onto the premises after discussion with the school's Safety Committee as part of consultation with staff.

58.6 Lead Staff will be responsible for undertaking risk assessments and producing safe systems of work for cleaning and maintaining plant, machinery and equipment.

Lead Staff will be responsible for selecting and providing the correct type of personal protective clothing and equipment (PPE) according to the needs of individual members of staff.

## **59.0 Playing Fields and pavilions and sports centre**

59.1 An inspection of the playing fields will be included as part of the seasonal three times a year inspection programme. This will be to look for physical defects to the grounds which may increase the likelihood of slips, trips, and falls, as well as checking that fields are free from broken glass and other sharps. Responsibility for the inspection will rest with the Lead Staff for Sport and PE and will include goal posts, goalpost/marker flag location sockets etc.

59.2 A visual inspection of playing fields will also be carried out before all organised games and contact sports and all debris will be removed. This duty is delegated to the member of staff leading the activity. This also applies to away sporting fixtures as far as is reasonably practicable.

59.3 At all times of use, including events where parent/carers are present, the school's no-smoking policy will apply and be appropriately publicised and encouraged.

59.4 Pavilions will be inspected as per other buildings

59.5 The Sports Centre will be inspected both as regards the building and also all equipment and fittings.

## **60.0 Playground Equipment**

60.0 Playground equipment will be installed in accordance with the current BS/EN standards, and will be maintained in sound condition with:

- an annual condition inspection by a competent person
- a risk assessment at least annually by a competent person
- an operational inspection to a frequency based on the risk assessment and agreed by the Health and Health and Safety Coordinator, and
- daily visual inspections by the Site Manager/Caretaker.

## **61.0 Portable Equipment (all types)**

61.1 Portable equipment can be moved around and used by various people. It ranges from small stationery equipment usually regarded as low risk to grass cutting equipment, electrical equipment and other potentially high risk items.

61.2 The procedure to be adopted is as mainly specified in the '*Policy and Procedure for the Maintenance of Installations, Plant and Equipment*'. Inspection reports will be kept in the Premises Log Book. Timely inspection appropriate to the type and use of equipment will be carried out, to maximise efficiency, minimise cost and ensure brought in items by staff are pro-actively dealt with and items such as portable device transformers are not on when not in use, etc.

61.3 Suitable training will be given where required.

61.4 The persons responsible for maintenance and inspection will be agreed by the school as it may vary between department or activity.

## **62.0 Portable appliance testing (PAT)**

62.1 Although most equipment of concern here is electrical it also applies to other equipment that may need testing.

62.2 The Health and Safety Executive guidance and the manufacturer's instructions will be the basis for frequency and type of testing.

## **63.0 Reporting of injuries, diseases and dangerous occurrences or RIDDOR**

63.1 The legal requirements under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 will be met. The Health and Safety Coordinator will liaise with the HSE online or via the schools external health and safety advisor.

## **64.0 Risk Assessment**

64.1 The procedure for assessing risks will be in accordance with the '*Risk Assessment Policy*'.

64.2 In line with Health and Safety Executive guidance risk assessment will focus on serious and substantial risks as a priority.

64.3 The risk assessment process will follow the HSE guidance (previously called “5 Steps to Risk Assessment”. It will be in mind the directions in the Sentencing Council Guidelines for criminal cases involving health and safety prosecutions. (See Section 27.3 above)

64.4 Risk assessments will be suitable and sufficient. They will use the best available guidance from advisory bodies such as:

- AfPE for sport and other PE activities;
- ASE for Science;
- Association of British Theatre Technicians
- CLEAPSS for Science, DT and Art;
- Institute of Physics;
- DATA for DT and Art;
- Early Years advisory organisations
- One Dance UK
- Royal Society of Biology;
- Royal Society of Chemistry;

For further information see: Risk assessment file

## **65.0 Health and Safety representatives trade union and staff**

65.1 The school is committed to consultation with employees and other relevant or helpful people and organisations to ensure the best possible health, safety and wellbeing performance.

65.2 This includes the legislation illustrated in the graphic below.

65.3 There are requirements in other legislation such as:

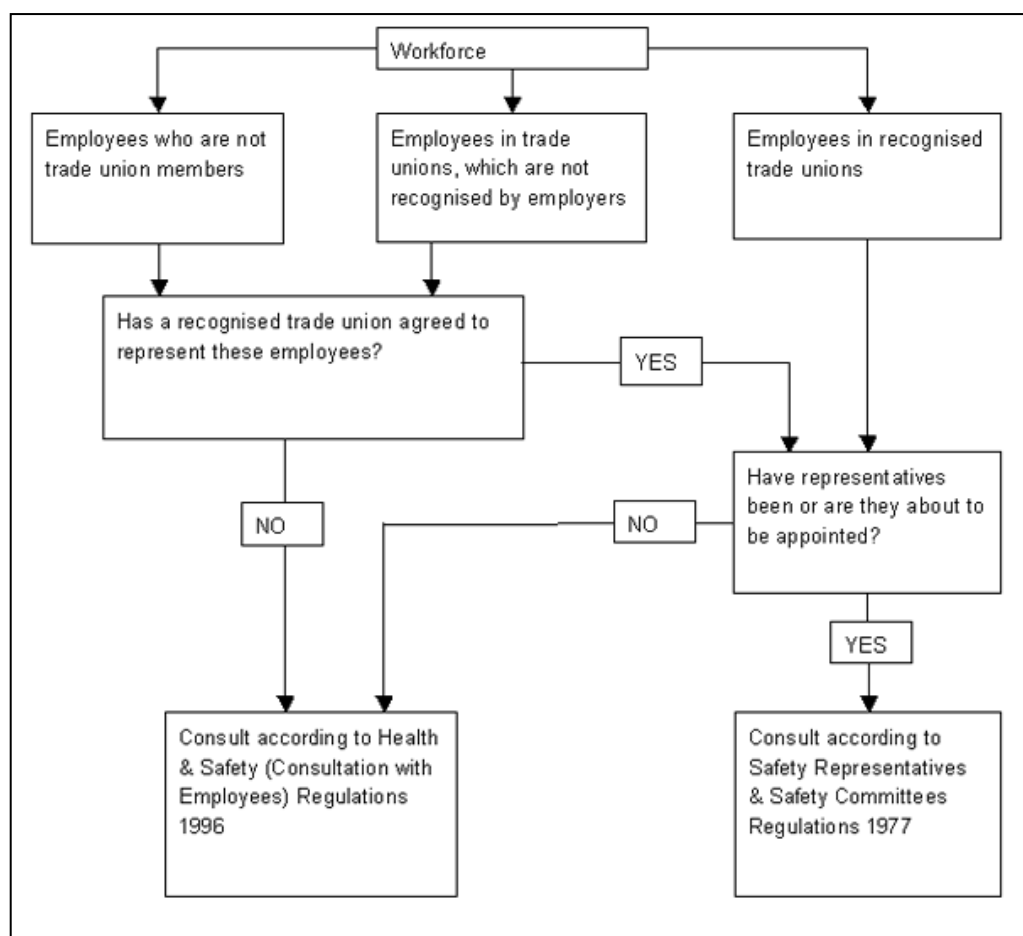
Health and Safety at Work etc Act 1974 Section 2(2) (c), 2(6) and 2(7)

The Management of Health and Safety at Work Regulations 1999

The Regulatory Reform (Fire Safety) Order 2005

the These require consultation and information sharing which the school accepts in spirit of the legislation to ensure the health, safety and wellbeing of all persons affected by their activities so far as is reasonably practicable.

65.4 Health and Safety representatives (Trade Union or staff reps) will be given support and a health and safety committee will be formed.



Courtesy Health and Safety Executive:

<http://www.hse.gov.uk/involvement/flowchart.htm>

## 66.0 Health, safety and wellbeing committee

66.1 A consultative health and safety committee will be formed and meet on a regular basis under an agreed set of guidelines.

## 67.0 Security

67.1 The security management of the premises, staff members and pupils is set out in the school's security procedures.

67.2 This is part of the overall safeguarding procedure as well as asset protection and personal safety.

67.3 For further information see: School safeguarding policy; school security procedures.

67.4 Some procedures are accessible only to authorised personnel including:

- Personal data;
- Cash protection;
- IT security.

## **68.0 Training**

68.1 The Management of Health and Safety at Work Regulations 1999 Sections 10, 13 for example require that the school provides suitable information and training regarding risk assessment and health and safety management.

68.2 The Governors and Headteacher recognises that:

- training is always a constant requirement, based on the ability to recognise who requires it and when, and
- new employees, transferred staff and supply staff will require either a level of awareness relevant to their task or a more in-depth training programme, taking into account new technology, legislation, regulations and standards to determine a fresh approach to training requirements and a re-training programme for existing staff.

68.3 There are various categories of training requirements defined as induction training, informative/ awareness training and specific 'hands-on' training.

### **Induction Training**

This will apply to new employees, employees transferred within the school to other activities, contract and agency staff, and volunteer helpers, all of whom will need to be shown over the school and host area, and be issued with, and instructed upon, key information on policies and procedures, fire precautions, first aid and welfare arrangements, etc.

### **Informative and Awareness Training**

A more in-depth approach, in-house, showing employees what they must and must not do; providing supervision until they gain an understanding of what is required; making them aware of their tasks and providing written procedures and arrangements.

### **Specific Training**

This is a hands-on training approach where it is recognised by the Governors that employees will require an accepted level of competence to perform their tasks.

Curriculum subjects may require particular competencies and support staff such as Caretakers may require others.

Examples are:

- i.) Art, Design and Technology (ADT);
- ii.) Science;
- iii.) Sports and PE;
- iv.) First Aid;



- v.) Administering medicines and supporting pupils with medical needs;
- vi.) Safeguarding roles;
- vii.) Fire safety duties

Further information is at: XXXXX

## **69.0 Transport including the school minibuses**

Use of transport will be in accordance with the *'Policy, Procedures and Guidance on the Use of Transport'*.

For further information see: See risk assessment file

## **70.0 Unacceptable Behaviour**

The management of unacceptable behaviour will be in accordance with the *'Policy and Procedures for dealing with Unacceptable Behaviour and Positive Handling'* and other relevant policies.

Behaviour may be from parents and carers, other visitors, pupils, staff, trespassers.

For further information see; Whole school policy File teachers drive

## **71.0 Utility services**

The provision and use of utility services in the school will be in accordance with the policy as laid down in the *'Policy and Procedures for the Safe Provision and use of Utility Services.'*

For further information see: Whole school policy File teachers drive

## **72.0 Water Hygiene/Legionella Management**

72.1 There is a specific requirement to manage the risk of Legionnaire's Disease due to Legionella bacteria in water supplies. This is described in the Health and Safety Executive publication at: <http://www.hse.gov.uk/pubns/books/l8.htm>

72.2 Water Hygiene/Legionella will be managed in accordance with the report/risk assessment held in the premises log book and site management procedures including, senior staff/site manager/caretaker training, regular monitoring, flushing and cleaning regimes.

For further information see: Risk assessment file

## **73.0 Wellbeing**

73.1 The Governors recognise the benefits of a Wellbeing programme which identify the links between improved staff Wellbeing and improved school performance. These are:

- Increased staff morale, helping to encourage staff retention and recruitment;
- Lower supply costs and greater stability as a result of fewer staff absences;
- Improved emotional wellbeing, which has contributed to a reduction in staff members absence;
- Improved standards through increased stability and motivation;
- A contribution to self-evaluation processes through an online self-review of the organisation;
- Improved communication and school effectiveness;
- Strengthened relationships and mutual understanding, and
- A framework in which to monitor change.

A commitment is made to invest in the programme or take equivalent or better steps to, at minimum, meet the requirements of the HSE Management Standards addressing Stress.

#### **74.0 Working at height**

74.1 The main legal requirements are set out in the Work at Height Regulations 2005.

74.2 The Health and Safety Executive guidance based on the legal requirements will be followed. Risk assessments will be done and the control measures put in place.

#### **75.0 Work Experience**

75.1 The HSE guidance on work placements will be followed. In most cases existing risk assessments can be used though each placement will be checked for any special requirements.

Special requirements may be:

Language issues;

Adaptations for accessibility;

## Other personal requirements

- 75.2 For teaching and related trainees and secondary age pupils from other schools  
Lead Staff will be responsible for internal work experience placements in their areas of activity and will ensure that appropriate personal protective equipment (PPE), induction and training is provided. This will be done in advance of the placement in conjunction with the trainee's supervisor.

For primary age pupils gaining work experience (for example helping out in an office environment within the school) the procedure will be similar.

## **76.0 Wrap-up of other issues relating to occupational health and safety**

- 76.1 This policy is intended to be a demonstration of the serious commitment to health, safety and wellbeing by the school. There are many detailed issues that are not specifically mentioned which however are covered by the general processes mentioned such as risk assessment.

## **Section 4: Other health and safety or wellbeing linked issues**

### **77.0 Food Safety**

- 77.1 Food safety is managed through the Food Standards Agency advice and guidance. It is linked to occupational health and safety through the equipment and utilities used and the activities.
- 77.2 Food safety and hygiene uses a HACCP (Hazard Analysis and Critical Control Point) system similar in framework to risk assessment and risk control systems.
- 77.3 All activity using food including catering, curriculum activities and PTA events are controlled using the same standards.

### **78.0 Safeguarding and child protection**

- 78.1 National guidance published by Department for Education and OFSTED is followed and there are additional policies and procedures. Occupational health and safety and the safety of children at school are included in safeguarding.

### **79.0 Road transport and highway issues**

- 79.1 Most issues are included under the occupational health and safety sections above. Vehicles, driver authorisation and highway behaviour is controlled by additional legislation with the Police being the first enforcement agency in most cases.

### **80.0 Environmental issues**

- 80.1 The Environment Agency and local authorities enforce legislation regarding waste and pollution and a range of other issues. The school will comply with all requirements.

+++++

Produced by the Risk, Property and Facilities Director, Delegated Services,

(RP&F D), as Competent Person

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# St Bonaventure's Catholic Primary School



## Stress Policy

**Arrangements for the Prevention and Management of Excessive  
Workplace Pressure which can Result in Stress**

Compiled by: Gavin Sanders	Amended by:	
Approved by: Shailen Joshi	Reviewed: November 2017	Next Review: Oct 18

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### **Medical opinion on Stress**

*Clinically stress can be sometimes seen as a difficult issue to deal with. There are divergent views as to what is appropriate – some health professionals regard stress as inevitable aspect of life and not a clinical condition warranting time off. The fact is, it could make people feel incapable of going about their normal day-to-day activities. There is little point in these circumstances to force a patient to work and thus potentially worsening their condition. So the main question is, will this condition warrant or benefit from a period off work? Patient motivation and attitudes differ markedly. This needs to be taken in account when discussing return to work options. Case data from occupational physicians and psychiatrists (HSE THOR [2] reporting scheme) show close agreement as to the main causes of work related stress. Work related stress is not necessarily to do with individual vulnerability or predisposition – in this respect it differs somewhat from common mental health problems. (Source: HSE Web site July 2010.)*

## 1 CONTEXT

### What is Work Related Stress?

#### 1.1 The Health and Safety Executive 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*.

1.2 Stress is not an illness it is a state. Stress is a natural human reaction to help us deal with the ups and downs of everyday life and is necessary to keep us alert and motivated. At times of pressure a chemical change takes place in the body to enable us to deal with urgent demands placed upon us. However, if pressure becomes excessive and prolonged, mental and physical illness may develop. Work is generally good for people if it is well designed, but it can also be a great source of pressure. Stress is a natural reaction to too much pressure.

1.3 The point at which levels of workplace pressure starts to become harmful varies from person to person depending on a person's life experiences, personality traits and other things taking place in their life at the time. ***The term "stress" in the context of this document means excessive pressure which is harmful.***

1.4 Known factors that are often at the root of harmful workplace pressure have been identified by the Health and Safety Executive (HSE) after an extensive period of academic research, and consultation with various stakeholder groups including the use of the standards within a number of "pilot" organisations, this authority being one of them. The standards were subsequently produced, and, six statistically significant aspects of work which if inappropriately managed can contribute to excessive work related pressure, identified.

### A Summary of the HSE Management Standards

#### **Demands**

Includes issues like workload, work patterns, and the work environment.

#### **Control**

How much say the person has in the way they do their work.

#### **Support**

Includes the encouragement, sponsorship and resources provided by the organisation, line management and colleagues.

#### **Relationships**

Includes promoting positive working to avoid conflict and dealing with unacceptable behaviour.



### Role

Whether people understand their role within the organisation and whether the organisation ensures that the person does not have conflicting roles.

### Change

How organisational change (large or small) is managed and communicated in the organisation.

**NB: it is strongly recommended that you now read Appendix One for full details of the HSE Management Standards, or follow this link: <http://www.hse.gov.uk/stress/standards/>**

## 2 LEGAL FRAMEWORK AND POLICY

- 2.1 St Bonaventure's is committed to protecting the health, safety and welfare of its employees and recognises that workplace stress is a health and safety issue and acknowledges the importance of identifying and reducing workplace stressors. This policy "Arrangement" will apply to everyone in the school and managers are responsible for its implementation whilst the school is responsible for providing the necessary resources. It is acknowledged that educational establishments may achieve the same standards of care via alternative methods.

### **As an organisation, St Bonaventure's will:**

- (a) ensure an organisational commitment to managing work related pressure at Strategic Leadership Team (SLT) level. This commitment must be translated into departmental action plans via departmental senior management teams;
- (b) demonstrate a commitment to identifying all workplace stressors via an agreed risk assessment process;
- (c) ensure once stressors are identified, suitable control measures will be implemented to reduce any risks to an acceptable level (based upon the test of reasonableness and the nature of the business); this will include consideration in any significant organisational "change" processes;
- (d) ensure that trade unions safety representatives and employees are fully engaged in the stress risk assessment process;
- (e) ensure all managers/Headteachers are suitably informed and trained in the mechanism of undertaking a stress risk assessment;
- (f) publish information on the school's website relating to arrangements for the management of excessive workplace pressure and risk assessment protocols;
- (g) ensure all managers/Headteachers and employees are aware of the role of Bristol CC occupational health team, and how this service can be accessed; highlight the fact that a counselling service is available for assisting Headteachers in dealing with excessive work related pressure (and non-work related if there is a substantial impact upon the workplace);
- (h) ensure the work related stress management policy is adequately funded;

- (i) recognise that outside pressure has an impact upon employees whilst at work, and where possible these pressures will be considered in the stress risk assessment process; and
- (j) there is an expectation on all employees to raise issues of concern firstly with their line manager or Headteacher (or safety advisor or trade union representative if the issue is with their manager); the employee should be willing to consider opportunities for counselling when recommended, or other medical interventions.

### 3 PURPOSE

- 3.1 Our aim is to promote good management practice so that we will be able to demonstrate compliance with the HSE Management Standards. **See Appendix One:** <http://www.hse.gov.uk/stressstandards/>.
- 3.2 To achieve compliance this arrangement aims to:
  - improve understanding that excessive pressure can be harmful;
  - establish a positive climate for addressing harmful levels of excessive pressure at work;
  - provide managers, Headteachers and employees with a framework for action to recognise and reduce the development of harmful levels of excessive pressure which may exist within the work force; and
  - provide a mechanism through which employees may seek support if they feel that they cannot cope, or that they are being put under undue pressure through their work. This could include bullying or harassment.

### 4 INFORMATION ABOUT EXCESSIVE WORK RELATED PRESSURE

- 4.1 It is important that all staff, Headteachers and managers are aware of the symptoms of excessive pressure in order to control it, and, hopefully eliminate it from the workplace at the earliest stage, to prevent it leading to health problems.
- 4.2 When an individual or work group suffers from the effects of excessive pressure, or whether it is caused by work or not, it is likely to show in their work. This can be recognised by many factors including reduced quality of work and reduced productivity, increased absenteeism, and, sometimes increases in accidents. Often, there are also changes in how a person relates to others in the work group. These issues are dealt with in **Appendix Two: "Potential Causes of Excessive Pressure" and Appendix Three: "Excessive Pressure Symptoms and Effects": Self-Awareness**
- 4.3 All employees have a responsibility to take reasonable care so that they do not expose themselves or others to harm, this includes mental harm. This principle also applies to all managers and Headteachers. As individuals our levels of tolerance to different types of pressure may vary due to our unique perception of life, by our life experiences, and, our personality traits. It is not a reasonable expectation for us to know every-one's personality trait, but as an organisation there are certain standards of behaviour expected of all of us. As individuals we may also be unaware of how certain stressor(s) or combinations of stressor(s) will affect us until they actually occur.
- 4.4 Similarly, over commitment to challenging work projects for extended periods of time, or continuous series of high priority or urgent projects and/or challenges can have a sudden and devastating impact on a person's mental and physical health. It is often the person that believes they thrive on pressure and challenges that suffer this type of breakdown. It is very important to be aware of your own work life balance and ensure you factor in periods of quality relaxation to counter workplace challenges. Employees are expected to advise their managers/Headteachers (or other appropriate person in writing) when they consider they may be suffering from harmful effects of excessive work related pressure.

Remember reporting such "feelings" is not a sign of weakness, it is a positive way of managing your own health and wellbeing. Individuals are often unaware that they are suffering from excessive pressure.

### **Awareness of Others**

- 4.5 Those most likely to notice changes caused by excessive pressure in individuals are their family and their immediate work colleagues. Close colleagues are often in a position to be aware of both home issues and work issues. They are well placed to encourage and support their colleague in bringing the matter to the attention of the Headteacher /manager and help identify suitable measures to reduce the risk of ill health. However, it is part of a manager/ Headteacher normal supervisory role to seek to identify, address and if possible, reduce levels of excessive pressure within the workplace.
- 4.6 Being aware of the typical symptoms of stress can help to prevent problems developing at an early stage, it can then be dealt with before ill health occurs. Some of the signs and symptoms of stress are listed in **Appendix Three: "Excessive Pressure symptoms and effects"**. Information on some **"practical measures you can do yourself you can try to help reduce the effects of excessive pressure"** can be found in **Appendix Six**.

## **5 COMMUNICATIONS**

- 5.1 To catch excessive pressure build up before it becomes a problem, it is essential that staff should feel they can discuss concerns with their Headteacher or manager. Managers or Headteachers must not judge reports of excessive pressure on the basis of their personal perception of excessive work pressures or other situations. Every individual affected by stress must have the opportunity to express their concerns, either in group discussion or in 1:1 talks. It will normally be the role of the manager/Headteacher to talk to the individual(s), consider the facts and decide on appropriate action. Headteachers and managers must treat any interview confidentially and not use the information to influence management of change, disciplinary, attendance or capability issues. In a situation where the Headteacher is a contributing factor to excessive workplace pressure then the designated governor and the Chair of Governors should be informed as set out in Stage 1, clause 6 of the Grievance Policy Procedure.
- 5.2 However, excessive pressure can be caused by poor interaction or relationships with the manager or Headteacher. In these circumstances the individual or individuals may seek help through their safety representatives, safety advisor or trade union. Managers/ Headteachers will then engage work groups in discussion and explain the purpose and process of stress risk assessment and methods for remedial actions. Employers and employees have a joint responsibility to co-operate in matters of health and safety and good communication will help to prevent problems.
- 5.3 Where employees have genuine concern about the well-being of a colleague and they feel unable to approach them, they should raise the matter in confidence with that person's Headteacher/ manager or trade union safety representative, who should investigate the situation in a sensitive manner.
- 5.4 The Headteacher/ manager must monitor identified excessive pressure factors and indicators, from time to time; for example, sickness levels, staff turnover, and the level of formal or informal employee or other complaints. The issue of excessive pressure should periodically be raised at staff meetings especially at times of heavy workloads, change in work patterns or types of work. An ideal opportunity to raise the issue is during one to one's, supervision sessions or PMDS interviews. Actions can then be planned and realistic, achievable targets set.
- 5.5 When new initiatives are introduced, it is essential that Headteachers time budget appropriately and review stress risk assessments.

## 6 MANAGEMENT ARRANGEMENTS (THE RISK ASSESSMENT PROCESS)

- 6.1 St Bonaventure's should appoint a senior manager to establish appropriate formal lines of communication to enable them to "champion" the reduction of excessive work related pressure throughout the school. It is highly recommended that this role falls to the School Business Manager.

### What does the risk assessment process look like?

- 6.2 All teams need to have a work related stress risk assessment undertaken on them. This risk assessments forms part of the normal risk assessment profile which managers/ Headteachers already undertake. This assessment can be undertaken at a team meeting and take the form of a group discussion around excessive work related pressure issues in the workplace. A few key points to be considered:
- individual issues can be raised in private;
  - Managers/Headteachers should be aware that they may be the cause of excessive pressure; and
  - all employees need to be aware that the abuse of the stress risk assessment process can result in disciplinary action against them.
- 6.3 Using the template in **Appendix 4 Stress Risk Assessment Matrix Proforma** and in consultation with the staff and trade union safety reps, each team or staff group, will complete a preliminary stress matrix to determine the areas where stress issues may exist for the work group as a whole. This method can also be used for individual stress risk assessment either pre or post absence. This forms the basis of the workplace stress risk assessment. As with all workplace hazards the Headteacher/ manager must consult with all the staff and safety representatives or roving reps to establish reasonable control methods by which stress can be reduced and develop an action plan to achieve this. To check the effectiveness of the stress reduction methods Headteachers/ managers should follow preliminary analysis within a specified timescale (not longer than 24 months). Managers/ Headteachers are expected to conduct this process in a low key sensitive manner.
- 6.4 If the situation does not improve after a previously defined period managers/Headteachers will arrange, as soon as possible, for each of the work groups to meet an independent manager/ facilitator (as appropriate) to jointly identify, so far as possible, the precise source(s) of excessive pressure and what controls and arrangements are required to reduce the risk of the effects of excessive pressure. The local or roving Trade Union Safety Representative should be invited to attend these discussions. Every effort must be made to ensure effective communication and understanding of the relevant issues within the work group and to allow adequate opportunity for the whole work group to take part in establishing the controls and arrangements. **NB: it is vital that a shared understanding of the issues is achieved at this point. Often both parties fail to reach this stage of shared understanding.**
- 6.5 This "Risk Assessment" should ensure a "Risk Action Plan" for the work group is completed. At this stage an individual may find factors not indicated by the group analysis cause them to feel stressed. In these circumstances it may be useful for them to look at the self-awareness section (4.3 above) to see if any personal changes are required that may reduce the levels of stress felt. **NB: this process aims to achieve what is reasonable. It is unrealistic to expect everyone to be happy all of the time. We all have to face situations which take us out of our comfort zone, the aim of this process is to help manage the situation.**
- 6.6 Occasionally excessive pressure may be caused by non-work related issues. Where possible, managers or Headteachers should seek to ascertain from the employee concerned, what he/she considers may be the underlying cause for the excessive

pressure. When this is the case active referral to the individual's GP may be the most appropriate approach.

- 6.7 The School Business Manager is responsible for establishing an overview of excessive workplace pressure.

### **Training**

- 6.8 Training course details and information are available on Bristol City Council's "the Source" to help managers/ Headteachers complete stress risk assessments. Formal training courses are run regularly to give managers the skills and confidence to undertake these risk assessments.

## **7 PROACTIVE PRESSURE REDUCTION**

### **Recruitment**

- 7.1 All posts have certain elements that are likely to be more stressful than others and this will be known through the preliminary analysis. When interviewing applicants these elements must be emphasised and practical scenarios presented to candidates. The interview panel must ensure that responses and answers to questions regarding the person's aptitude and ability to cope with these stresses are realistic. All new employees and new job entrants must receive relevant induction into their new roles and the demands of these roles to ensure that they understand the tasks required. Adequate support must be made available throughout their employment.

### **Development**

- 7.2 A key method of combating excessive pressure is through adequate development/ training and awareness raising. Schools and teams must take account of information provided by risk assessments when identifying development needs and preparing and delivering development plans. (Refer to PMDS agreements and SMART targets.)
- 7.3 Normal good management practice will help address excessive pressure in the workplace. It cannot be emphasised enough that managerial behaviour has a major impact upon stress in the work place. Sound management practice is vital in the management of work related stress, e.g. regular supervision, advice on priorities, employee development and time management will help ensure employees can do their jobs competently. Also, it may be necessary to develop the capability of employees to deal with difficult situations at work, e.g. those which involve significant exposure to potentially violent or threatening situations or work which involves continuous or exceptional exposure to experiences outside the normal range.

## **8 REACTIVELY DEALING WITH EXCESSIVE PRESSURE**

### **Support**

- 8.1 In all cases of suspected or identified stress, colleagues and managers/ Headteachers should remind employees affected of the support available, (**see appendix 5 "Guide to Advice and Support available to managers and employees internal and external to Bristol City Council"**) and the procedures below.

### **Individual Stress Risk Management Action**

#### **Risk Assessment**

- 8.2 If the presence of the harmful effects of excessive pressure has been identified in an employee(s) the manager/ Headteacher must carry out an individual stress risk assessment as soon as possible, with the co-operation of the affected person(s) and a safety representative or work colleague to support them and to seek suitable measures to reduce it. The aims of the stress risk assessment process are to identify areas of concern and assess possible causes of the excessive pressure, to discuss these with

individual and their representatives, and, to implement a jointly formulated action plan aimed at addressing / reducing any identified work- related excessive pressure levels to a reasonable level, that will ensure the ill effects are removed.

8.3 Having established there are excessive pressure issues present and the actions to be taken, it is essential to implement and formalise them without undue delay in an agreed "Risk Management Action Plan". The employee may identify some remedial actions which the manager/ Headteacher feels are not reasonably practicable. It may be necessary, to involve an independent person to assist the manager/ Headteacher and employee to identify suitable actions and/or agree a timetable. Safety Representatives may request managers carry out "Work Related Stress Risk Assessments" in the workplace where these have not been undertaken or not repeated either before or after significant change. **(See Appendix 5 Guide to Advice and Support available to managers and employees internal and external to Bristol City Council.)**

8.4 It is recognised that dealing with potential excessive work related pressure issues can be very challenging to managers/ Headteachers. Managers/ Headteachers should ensure they follow good management practice and utilise HR procedures for dealing with employee relations issues fairly and consistently. If a manager feels a situation is beyond the range of their competence or comfort zone, they should seek assistance available through the Bristol City Council Corporate Safety team, or the Occupational Health service if the issue is predominantly medical in its nature. **NB: Employees may present themselves to managers with stress issues which need GP input, these cases should be referred without delay.**

8.5 Managers/ Headteachers should consider the following:

- referral to the Occupational Health Service;
- a temporary change of duties;
- job re-design;
- reasonable adjustment under DDA;
- reduced workload temporarily;
- flexible working arrangements, e.g. revised hours or duties, job share or part time working;
- medical redeployment (exceptional circumstances only and on advice from Occupational Health);
- security measures;
- redeployment; and
- voluntary redundancy.

Where the proposed actions are likely to raise issues of service delivery or budget pressures it may be necessary to involve a senior manager in discussion with the work group at this stage.

### **Implementing the Stress Risk Management Action Plan**

8.6 Having reached agreement on a "Risk Management Action Plan", this must be implemented to an agreed time table. The Headteacher/ manager may need to involve their Second Tier Safety Coordinator so that a check may be made to see that the relevant

supportive processes associated with the Management Standards are in place and to enable progress to be monitored at the appropriate level.

- 8.7 As with other causes of sickness absence, managers/ Headteachers must maintain contact with the absent employee(s). On return to work sickness absence discussions must be carried out (and where appropriate, referral to the Occupational Health Service). It is very important that the above processes are carried out quickly to avoid compounding the issues with uncertainty. **NB: managers must refer to and use the school's Absence Management policy and guidance.**

## **9 RETURN TO WORK**

- 9.1 After stress/ anxiety/ depression related absence whether work related or not and prior to a return to work, managers/ Headteachers should meet the employee to plan the return to work and identify control measures, taking advice from the Occupational Health Service as appropriate. A phased return to work (or in exceptional circumstances medical redeployment) should be considered. The manager/ Headteacher should at the Return to Work Discussion or shortly after complete the **Appendix 4 Stress Assessment Risk Matrix Proforma**. The employee can request that a safety representative is involved in this element of the Return to Work Discussion.
- 9.2 Employees must be given the opportunity of referral to the Occupational Health Service if this is requested, although it is recognised that they may prefer to access other support agencies especially their own GP. Where excessive pressure is identified as a problem in the workplace, managers must make a referral to the Occupational Health Service. Where excessive pressure is reported by an employee through a medical certificate during a formal employment process such as disciplinary action, referral to the Occupational Health Service should be made at the earliest opportunity.

## **10 DEALING WITH TRAUMA**

- 10.1 It is recognised that some areas of work may be distressing at times and some form of trauma may result. Trauma is a condition of extreme distress induced by a major incident or series of incidents, which are particularly stressful. Employees who may have been subjected to traumatic experiences will be offered and strongly encouraged to take up a referral to the Occupational Health Service for critical incident debriefing. Managers must handle these cases sensitively and any referral should take place as soon as possible, ideally within 72 hours.
- 10.2 Sometimes employees may suffer post-traumatic stress disorder at a later date and should be referred to the Occupational Health Service for counselling. Where the referral offer to the Counselling service is refused by the employee concerned, managers/ Headteachers should record this and advise the employee that the opportunity will remain available. In some cases, management may consider that the employee's condition is such that he/she cannot remain at/ return to work without referral to the Occupational Health Service.

## **11 MONITORING AND REPORTING**

- 11.1 The Occupational Health Service Manager will provide quarterly statistical reports to Corporate Safety Committee (CEHSCC) covering work-related stress referrals to the Occupational Health Service. The Council introduced procedures and systems for recording sickness absence including situations where stress may be a significant factor. Periods of sickness absence is classified by managers/ Headteachers according to type. These classifications are fed into the HR Vision System to obtain monitoring data which is reported quarterly to Directorate and Corporate Health and Safety Committees.
- 11.2 For some absences, managers/Headteachers may have to make a judgement based on the employee's self-certification form and any return to work discussion. These figures should be considered as indicators rather than scientifically precise, but will provide useful

information as to trends and to highlight areas of concern which will be subject to further investigation.

- 11.3 Divisional risk assessment will be carried out when necessary as an indicator of risk management performance. For this purpose the HSE questionnaire (indicator tool) could be used and performance will be measured against the Management Standards.



## **Appendix 1**

### **The Management Standards**

In each of the Standards the 'What should be happening/States to be achieved' section defines a desirable set of conditions for organisations to work towards.

#### **The "Six Management Standards" are:**

##### **Demands**

Includes issues like workload, work patterns, and the work environment.

##### **The standard is that:**

employees indicate that they are able to cope with the demands of their jobs; and systems are in place locally to respond to any individual concerns.

##### **What should be happening/States to be achieved:**

- the organisation provides employees with adequate and achievable demands in relation to the agreed hours of work;
- people's skills and abilities are matched to the job demands;

##### **Control**

How much say the person has in the way they do their work.

##### **The Standard is that:**

employees indicate that they are able to have a say about the way they do their work; and systems are in place locally to respond to any individual concerns.

##### **What should be happening/States to be achieved:**

- where possible, employees have control over their pace of work;
- employees are encouraged to use their skills and initiative to do their work;
- where possible, employees are encouraged to develop new skills to help them undertake new and challenging pieces of work;
- the organisation encourages employees to develop their skills;
- employees have a say over when breaks can be taken (within the confines of service delivery or timetables); and

**Support**

Includes the encouragement, sponsorship and resources provided by the organisation, line management and colleagues.

**The standard is that:**

employees indicate that they receive adequate information and support from their colleagues and superiors; and systems are in place locally to respond to any individual concerns.

**What should be happening/States to be achieved:**

- the organisation has policies and procedures to adequately support employees;
- systems are in place to enable and encourage managers to support their staff;
- systems are in place to enable and encourage employees to support their colleagues;
- employees know what support is available and how and when to access it;
- employees know how to access the required resources to do their job; and
- employees receive regular and constructive feedback.

**Relationships**

Includes promoting positive working to avoid conflict and dealing with unacceptable behaviour.

**The standard is that:**

employees indicate that they are not subjected to unacceptable behaviours, e.g. bullying at work; and systems are in place locally to respond to any individual concerns.

**What should be happening/States to be achieved:**

- the organisation promotes positive behaviours at work to avoid conflict and ensure fairness;
- employees share information relevant to their work;
- the organisation has agreed policies and procedures to prevent or resolve unacceptable behaviour;
- systems are in place to enable and encourage managers to deal with unacceptable behaviour
- systems are in place to enable and encourage employees to report unacceptable behaviour.

**Role**

Whether people understand their role within the organisation and whether the organisation ensures that the person does not have conflicting roles.

**The standard is that:**

employees indicate that they understand their roles and responsibilities; and systems are in place locally to respond to any individual concerns.

**What should be happening/States to be achieved:**

- the organisation ensures that, as far as possible, the different requirements it places upon employees are compatible;
- the organisation provides information to enable employees to understand their role and responsibilities;
- the organisation ensures that, as far as possible, the requirements it places upon employees are clear; and
- systems are in place to enable employees to raise concerns about any uncertainties or conflicts they have in their role and responsibilities.

**Change**

How organisational change (large or small) is managed and communicated in the organisation.

**The standard is that:**

employees indicate that the organisation engages them frequently when undergoing an organisational change; and systems are in place locally to respond to any individual concerns.

**What should be happening/States to be achieved:**

- the organisation provides employees with timely information to enable them to understand the reasons for proposed changes;
- the organisation ensures adequate employee consultation on changes and provides opportunities for employees to influence proposals;
- employees are aware of the probable impact of any changes to their jobs.

***The Management Standards provide a framework for managing the risk of work-related stress and the 'States to be achieved' provide more detail.***

## **Appendix 2**

### **Potential Causes of Excessive Pressure**

As a manager/ Headteacher you have a duty to ensure that work does not make your team ill. Understanding how to spot the signs of stress in your team, and then know what to do to reduce stress, will help you achieve this. There is no simple way of predicting what will cause harmful levels of stress.

People respond to pressure in different ways. An exciting challenge to one person may be a daunting task to another. A repetitive job may be viewed as boring or monotonous by some, but others feel comfortable with routine. Much depends on personality, experience and motivation and the support available from managers, colleagues, friends and family. Some possible causes could be:

- Workload (too much too little)
- Pace of work
- Conflicting or unclear priorities
- Employment uncertainty (potential redundancies)
- Organisational style (blame culture, bullying style)
- Change (restructuring, new technology)
- Working conditions (cramped space, threat of violence, no safe systems of work)
- Shift patterns
- Unreliable, poorly maintained or unsafe equipment
- Working relationships (harassment, racism, bullying)
- Poor communication and decision making
- Un-supportive line management
- Being the subject of disciplinary action
- Poor work performance by the individual concerned
- Personal circumstances (not work related)
- Other demands both in and outside work
- Their background and culture
- Their personality
- Their skills and experience
- Their health status



### **Appendix 3**

#### **Symptoms and Effects of Excessive Pressure**

##### **Work Performance**

- Reduction in output or productivity
- Increase in wastage and error rate
- Change in ability to make decisions
- Deterioration in planning and control of work

##### **Relationships at Work**

- Increased tension and conflict between colleagues
- Deteriorating relationships with clients, pupils or others
- Submission of formal employee or other complaints

##### **Staff Attitude and Behaviour**

- Loss of motivation and commitment
- Staff working increasingly long hours for diminishing returns
- Increased smoking, drinking or (prescribed) drug taking
- Deterioration in personal appearance
- Increased or inappropriate risk taking: deliberate or through lack of concentration
- Increasingly erratic or poor time keeping
- Mood changes, deviation from norm

##### **Sickness Absence**

- Increase in overall sickness absence
- Deterioration of sleeping patterns and a greater frequency of other physical symptoms: headaches, tiredness
- Erratic behaviour identified in return to work sickness absence interviews

##### **Short Term Physical**

- Raised blood pressure
- Increased heart rate
- Excessive sweating
- Dizziness
- Skin rashes

##### **Long Term Physical**

- Any or all of the short term effects
- Heart malfunction
- Stroke
- Respiratory and other infections through - lowered resistance to infection
- Suicide

**Short Term Behavioural**

- Significant departures from normal behaviour
- Tendency to drink and smoke more
- Sleep disturbances
- Increased anxiety and irritability-Violence
- Tearfulness, being withdrawn

**Long Term Behavioural**

- Depression
- Chronic lack of confidence
- Extreme sensitivity/paranoia
- Confusion
- Tendency to take risks out of character

HSE state that such effects are usually short lived and cause no lasting harm. When the pressures recede there is a return to normal. However where the stress effects are intense and go on for some time more serious long term ill health may result.

#### **Appendix 4**

##### **Questions to Ask to Gain an Insight into Potential Excessive Pressure (Stress) in the Work place:**

**This form can be used for individuals or groups.**

**The form is designed to be used for the proactive assessment of excessive pressure also as a reactive tool where a member of staff is returning to work following a period of absence due to a stress related condition.**

**IMPORTANT NOTE STOP HERE:** This document should be used in conjunction with the HSE Stress Management Standards (This document is based upon information from [www.hse.gov.uk](http://www.hse.gov.uk) August 2010)

**Methodology of assessing Excessive Pressure in the workplace, based upon a traffic light system (RAG):**

**Stage One: What is your response to each question? Answer Yes or No.**

**Stage Two: Once you have decided your response "Yes" or "No"; how does it affect you? Then score using the RAG system.**

STATUS	Personal Feelings and how it makes you feel
Green	Every day trials and tribulations of life (situation normal)
Amber	Irritating whilst at work but soon forgotten outside work (Underlying unease at the situation)
Red	Causes distress in and outside of work (Significant impact upon life)

**What does it all mean?**



The more Reds the greater the potential problem.

## What can be done to help?

Use the reference numbers next to the questions to produce a simple stress action plan.

<b>Directorate:</b>		<b>Section:</b>		<b>Individual or Team Assessment</b>	
<b>Date of Assessment:</b>		<b>Assessment carried out by:</b>		<b>Carried out on:</b>	
<b>Potential Causes of Excessive Work Related Pressure</b>	<b>D4</b>	<b>Question</b> <i>(To be asked of the individual or the group)</i>	Answer each question Y or N.		<b>What can be done about it?</b> (Produce a simple stress action plan, use ref no to questions to cross reference in report)
			Then use		
			Traffic Light		
			System		
			(RAG)		
			RED/AMBER/GREEN		
			<b>Yes or No</b>	<b>RAG</b>	<b>Brief note of explanation</b> (Supply detail on separate sheet)
<b>Demands</b>	<b>D1</b>	Do different people at work demand things from you that are hard to combine?			
	<b>D2</b>	Do you have achievable deadlines?			
	<b>D3</b>	Do you have to work very intensively?			

	05	Do you feel you have some say over the way you do your work?			
	06	Do you feel your time can be flexible?			
<b>Support</b>  <i>(Local or Senior Manager)</i>	SM1				
	SM2	Do you feel you could rely on your manager to help you with a work problem?			
	SM3	Do you feel you could talk to your manager about something that upset or annoyed you at work?			
	SM4				
	SM5	Do you feel your manager encourages you enough at work?			
<b>Support (Peer)</b>  <i>(eg Team Meetings, 1:1's, PMDS)</i>	SP1	Do you feel your colleagues would help you if work became difficult?			
	SP2	Do you get the help and support you need from your colleagues?			
	SP3	Do you get the respect at work you deserved from your colleagues?			
	SP4	Are your colleagues willing to listen to your work-related problems?			
<b>Relationships</b>	RE1	Do you feel personally harassed, in the form of unkind words or behaviour?			
	RE2	Do you feel there is friction or anger between colleagues?			
	RE3	Do you feel bullied at work? (Clarification available in The Bullying & Harassment			
	RE4	Are relationships strained at work?			

<b>Role</b>  (eg SMART Targets via PMDS)	<b>R01</b>	Are you clear about what is expected of you at work?			
	<b>R02</b>	Do you know how to go about getting your job done?			
	<b>R03</b>	Are you clear about what your duties and responsibilities are?			
	<b>R04</b>	Are you clear about the goals and objectives for this department?			
	<b>R05</b>	Do you understand how your work fits into the overall aim of the organisation?			
<b>Change</b>  (Are BCC procedures followed?)	<b>CHI</b>	Do you feel that you are consulted about changes at work?			
	<b>CH2</b>	Do you feel consulted about changes at work?			
	<b>CH3</b>	When changes are made at work, are you clear about how they will work out in practice?			
<b>Other Life Events</b>	<b>LE</b>	Is there anything else that is a source of stress for you, at work or at home, that may be significant to this assessment?			

#### Factors outside work

*This list of questions has mainly focused on factors at work. However, there may be factors outside work, for example in your family life, which may have contributed to or added to the pressures at work. These may have made it harder to cope with demands at work that you would normally be able to cope with.*

Additional Information relating to stress can be found at:

<http://www.hse.gov.uk/stress/links.htm> - The HSE Stress website <http://intranet.bcc.lan/ccm/navigation/people/health-promotion-and-wellbeing/> . The Bristol City Council Intranet <http://www.nhs.uk/livewell/stressmanagement/pages/stressmanagementhome.aspx> The NHS website

**OTHER COMMENTS**

## **Appendix 5**

### **A guide to Advice and Support available to managers and employees internal and external to Bristol City Council**

**Managers/ Headteachers:** good management/employee communication through supportive discussions will allow excessive pressures and stress situations to be discussed and action planned. In some circumstances these discussions may be assisted by the employee/s being accompanied by a colleague or trade union representative if they wish. Managers must conduct regular team meetings and hold PMDS interviews with their staff.

**The Occupational Health Service:** Pre-employment screening, counselling, stress training input, critical incident debriefing, post-traumatic stress counselling, sickness absence referral.

**External Organisations:** Relate/Cruse, Samaritans, Bristol Debt Advisory Service etc. confidential listening and counselling help.

**Safety Advisor:** Help and advice on all matters of Health and Safety particularly risk assessments, including stress issues.

**Trade Unions:** Confidential advice and information, colleague support, representation.

**Trade Union Safety Representatives:** Confidential advice and information, colleague support, representation. Plus employees who have received specific health and safety training, and are aware of the HSE Stress Management Standards.

**Equalities Unit:** Confidential information service (see Integrated Equalities Policy).

**HR Advisors:** Help and advice regarding employee support services relating to employee life cycle and employment issues (HR - STS).

## **Appendix 6**

### **A few practical measures you can do yourself you can try to help reduce the effects of excessive pressure?**

These are a few suggestions which may help? However, staff may have other alternatives, the key here is that there are many ways to help yourself combat stress, the guiding principle is one size does not fit all. Remember if you dread going to work and you feel depressed then you need to act, what have you got to lose?

- Prioritise your workload. (Use your PMDS meetings and 1:1's with your manager to set realistic targets)
- Complete tasks with a deadline first, then methodically deal with the remainder of your work, leaving low-priority work in your in tray.
- Try to delegate or share your responsibilities. (What is your job? What do you have to do? What do you actually do?)
- Do not strive for perfection. (What are the quantitative and qualitative expectations of your job?)
- Not always succeeding perfectly is a worthwhile trade-off for keeping well. (Your targets must be achievable and sustainable.)
- Accept your limitations and do not pretend to be able to do what you can not.
- Keep your "office door" metaphorically closed and use technology (such as email and answer phones) to protect you from constant interruptions.
- Do not have your work mobile on all the time, particularly evenings and weekends, and avoid being contactable 24 hours a day. (Unless you are on call)
- Limit your coffee consumptions to two to three cups a day. Do not drink alcohol during the day.
- Build in some spare time for unforeseen circumstances into your day (this takes a conscious effort).
- Communicate with your line manager: have informal catch-ups and diary in regular meetings. (Communicate your needs and expectations, are they realistic?)



# **ST BONAVENTURE'S CATHOLIC PRIMARY SCHOOL**

## **SMOKING POLICY**

### **Procedure and Guidance**

## 1. Foreword

This document was formulated by the Children and Young People's (CYPS) Department after consultation with front line Establishments, Trade Unions, Department safety advisors and other Council Department's representatives.

## 2. Authority for Use

This policy is issued under the authority of the Director of CYPS and is applicable throughout the Department at all CYPS sites. CYPS requests that it be acknowledged where any part of this policy is extracted and/or reproduced.

## 3. Status and Implementation

This document forms part of a suite of documentation applicable to CYPS. All other documentation relevant to CYPS must be complied with, including: all statutory, local government, regulatory (eg that of the Health and Safety Executive – HSE), Corporate and Departmental documentation. Any comments on this document, or difficulties in its implementation should be brought to the attention of the Director of CYPS through the usual line management channels.

## 4. Revision

This document will be reviewed on a regular basis to guarantee it's continued relevance. Earlier review may be deemed necessary where changes in legislation, good practice codes or corporate policy suggest that this policy requires revision. Where through review, a need for modification is identified, this document, including the appendices, will be revised and reissued. This process will be completed within three months from the date of review.

**Date:** March 2014

**Date of Review:** Term 3 2015/16



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## **1. INTRODUCTION**

1.1 This policy has been adapted from the Bristol City Council Policy for use within CYPS. This Policy and Guidance Note complies with the requirements of the law which comes into effect on 1 July 2007. This Policy is also intended to ensure a safe working environment for employees and all who use CYPS establishments in accordance with the Health and Safety at Work Act etc 1974 and subsequent legislation.

## **2. POLICY STATEMENT**

2.1 It is the CYPS Department's policy to ban smoking in all its premises, with a very few distinct and stated exceptions on all its sites (see para 4.1 below), and in all vehicles (see para 3.1 below). This will promote better health, help protect the health of all employees and meet the requirements of legislation. It also aims to guarantee the right to breathe smoke free air.

2.2 Where children are taught the Department strongly recommends local adoption of a policy which encourages smoking away from school although this is not legally enforceable. The very nature of the CYPS service demands that pupils and service users are made fully aware of the dangers of smoking, and consideration must be given to exclusion where policy is breached.

## **3. POLICY SCOPE**

3.1 The Smoking Policy applies to all St Bonaventure's employees and anyone present on St Bonaventure's site. Where private vehicles are used on School business, they must be smokefree if used to transport members of staff, service users, and/ or parents/ carers. However, the law states vehicles that are primarily used for private purposes need not be smokefree.

## **4. GUIDELINES FOR APPLICATION**

4.1 All CYPS establishments must comply with the law which provides few exceptions, and none where Education takes place, nor for Children's Homes or Centres. The results of consultation are such that the Director of CYPS has decided to ban smoking from all sites and not just buildings. However, it is recognised that difficulties may be caused at Pupil Referral Units, Children's Homes and a few office premises where meetings with

parents and carers regularly occur; for this reason, local management may decide to allow smoking on site (but outside of buildings).

4.2 The legislation places no obligation on any employer to provide an outdoor shelter for smokers. Where an employer chooses to do so, it must comply with the provisions of the Act. Any such decision to provide a shelter will be taken locally and financed locally. Where any such shelter is provided, and/or external smoking allowed, local arrangements must be made for the disposal of waste smoking materials (cleaners may refuse to dispose of others smoking waste that may be hazardous) and shelters sited so as not be visible from the front of the building, out of sight from members of the public and suitably positioned so that no smoke enters any building or enclosed structure whether on site or adjacent.

4.3. Local Management will allow employees who smoke reasonable breaks from work to smoke **away from** the premises (and preferably out of site of pupils and service users), providing this does not prevent them from satisfactorily carrying out their duties and responsibilities or have a detrimental effect on service delivery. Where this is in question, local Management will consult the CYPS HR Adviser and the recognised Trade Unions before taking any decision to remove or limit this facility for one or more employees.

4.4. Information on the health risks associated with smoking will be available to employees upon request as part of a health education programme. In addition, the services of the Occupational Health and Counselling Service will be made available to those employees wishing to give up smoking or who are suffering stress or other difficulties as a result of the smoking restrictions. In appropriate cases, local management may grant time-off with pay to attend smoking cessation programmes. Employees may claim the NHS prescription charge for one course of anti-smoking treatment; this expenditure must be authorised in advance by the appropriate budget holder.

4.5 Alternative nicotine devices, such as electronic cigarettes, are not currently regulated by the Medicines and Healthcare products Regulatory Agency (MHRA), although a decision has been made to regulate these products by 2016. The guidance recommends the need for consistent information about their safety so people can make informed choices.

4.6 Employees who are using an electronic cigarette in an attempt to quit smoking may not use these whilst inside any building or enclosed space as their safety, both with the ignition

device and vapour is still unknown. Alternative nicotine containing products are available for use whilst at work. Smoking e-cigarettes will be treated as smoking tobacco where it is not allowed to be smoked whilst on any council premise including the outside areas. This will be reviewed on regulation of the e-cigarette.

## 5. SIGNING

5.1 From 1 July 2007, the law requires no-smoking signs to be prominently displayed at **every** entrance. Signs must:-

- be a minimum of A5 in area (210mm x 148mm),
- display the international no smoking symbol (see below) at least 70mm diameter,
- carry the wording **“No Smoking. It is against the law to smoke in these premises”** in a font that is easily read.

The law limits personalization of these signs; you may only change the words “these premises” to refer to the type of premises, eg “this school” or “this children’s home”.

5.2 A smaller sign, consisting of the international no smoking symbol at least 70mm diameter may be displayed at entrances to smokefree premises that

- are only used by staff - providing that the premises displays at least one A5 size sign (see para 5.1),
- are located within larger smokefree premises, such as a refectory within a school.

5.3 Vehicles; smokefree vehicles must display a no-smoking in each compartment (not each seat bay) of the vehicle. This must be the international no smoking symbol at least 70mm diameter.

Explanatory note: the international no-smoking symbol consists of a graphic representation of a burning cigarette in a red circle, with a red bar diagonally across it.

If down loading signs from the internet, they **MUST** be printed in colour.

## 6. CONTRACTUAL OBLIGATIONS

6.1 The Smoking at Work Policy represents an 'incorporated term' in the Schools contract of employment of all employees. Copies of the full policy are available through the CYPS HR team or from the intranet.

## 7. ENFORCEMENT

7.1 Local Authorities are responsible for enforcement and staff from the BCC Public Health Team will issue fixed penalty notices when appropriate. Experience in existing smoke free countries suggests that compliance with the law will be high and the new law will quickly become self enforcing.

7.2 Management must investigate any suspected or actual infringement of law or abuse of the policy and ensure that its provisions are fairly applied.

7.3 Persistent and willful refusal by employees to comply with the policy may result in the School invoking the formal disciplinary procedure.

## 8. PENALTIES FOR BREAKING THE LAW

8.1 Anyone who does not comply with the new law will commit a criminal offence.

Penalties are set out below:-

Offence	Who's Liable?	Fixed penalty notice (if paid within 15 days)	Fixed penalty notice (if paid within 29 days)	Court awarded fine
Smoking in a smoke free place	Anyone who smokes in that place	£30	£50	Up to £200
Failing to display a required sign	Anyone who manages/	£150	£200	Up to £1,000

	occupies the smoke free place			
Failing to prevent smoking in a smoke free place	Anyone who manages/ controls the smokefree place	N/A	N/A	Up to £2,500

**NOTES:**

a. Any fine levied must be met from the liable person's own resources; there is no provision at all to meet such fines from Schools devolved budget.

b. The penalties above relate to the new Smokefree Law only; other laws and penalties apply in some circumstances, e.g. the selling of tobacco products that have been imported for personal use. Should you become aware of anyone selling tobacco products on or near your premises, HM Customs and Excise must be informed without delay to avoid the possibility of charges against you for permitting or allowing that activity. Headteachers must discourage the practice of exchanging for money, all tobacco products brought back from holiday; where this is known to occur, it must not do so on School premises.

**9. RECORDS**

9.1. It is important that records are kept in case they are required at a future time. All notes should be made immediately after any incidents and should include

- time and date,
- place (if vehicle, registration and fleet numbers, location of vehicle at the time),
- name (if known – description if not),
- response when informed that that they were breaking the law and that you would be committing an offence if you allowed them to continue,
- response when told that staff will not help them if they continue smoking,
- response when asked to leave the premises if they continue to smoke.

(If they refuse to leave, implement your normal procedure for dealing with such events: tell them they have been asked to leave, they are trespassing if they refuse and that the police will be called.)

**10. HOME VISITS**

10.1 The possibility of entering into a smoky environment must be addressed when risk assessing any visit to a private home. All appointment letters must include a paragraph requesting the service user not to smoke for at least the duration of the visit nor for two

hours prior to the visit (this may be reduced to 30 min if the room is well ventilated before the meeting). Where this request goes unheeded, the School wishes that its employees terminate the meeting and arrange for the meeting to be rescheduled and/or held in smoke free premises of mutual convenience.

10.2 The possibility of a smoke filled room is only one risk that may be faced when making a home visit. Managers, working with those staff concerned, must ensure all risks are addressed and appropriate control measures introduced to eliminate or reduce those risks. Attention is particularly drawn to the Lone Working Policy and the Local Authority Corporate Flagging System.

## **11. IMPLEMENTATION**

11.1 It is the responsibility of each Headteacher in charge of premises to ensure that CYPS Policy is adopted, adapted and improved to suit local requirements. A model policy is available to help meet this requirement (see appendix 1).

11.2 Queries or differences over the interpretation or application of the Policy should be referred to the CYPS Health, Safety and Wellbeing Manager (tel 0117 91 14021).

## **12. USEFUL WEBSITES**

Smoke free England

<http://www.smokefreeengland.co.uk/>

Be Smoke Free Bristol

<https://www.bristol.gov.uk/web/live-well-bristol/be-smoke-free>

Downloadable signage (remember – print in colour)

<http://www.smokefreeengland.co.uk/resources/guidance-and-signage.html#signage>

Posters for purchase

<http://www.gasp.org.uk/page1.htm>

National Health Service Web page

<http://www.gosmokefree.co.uk>

### **13. HELP AND ASSISTANCE for Health, Safety & Wellbeing/Emergencies/Business Continuity//Security & CCTV**

**Room 355, Council House, College Green, Bristol BS99 7EB**

**Web Site:** <http://intranet.bristol-cyps.org.uk/services/ssm/has.html>

H&S Emergency number (day time only) Tel: 0117 352 5999

Emergency Control (24 hours) Tel: 0117 922 2050

Security Services Tel: 0117 903 1550

(24 hrs, 365 days pa – key holding service, alarm response, static security, abandoned vehicle removal, mobile patrols, CCTV response unit etc)

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## ST BONAVENTURE'S CATHOLIC PRIMARY SCHOOL - SMOKING POLICY

### Principles:

The Health and Safety at Work etc Act 1974 places a statutory duty on all employers to provide safe working environments for employees that are free from risks to health. The Health Act 2006 protects employees from the harmful effects of second hand smoke by outlawing smoking in all "enclosed" and "substantially enclosed" public places and work places in England.

This policy is written with the employees' health interests in mind. It also aims to meet legal requirements and to guarantee the right to breathe smoke free air.

The Governing Body recognises the dangers of smoking and inhaling smoke as well as the difficulties faced by long-term smokers.

This policy is intended to:

- Protect everyone against the effects of second-hand smoke,
- Promote good health, and
- Support those who would like to stop smoking.

### Policy:

In seeking to balance the interests of all concerned and to ensure the health and safety of its employees, St Bonaventure Primary school operates the following policy:

1. No smoking is permitted in any building, or any part of the site used by St Bonaventure's Primary School staff, nor in any vehicle it owns or operates.
2. Smokers are requested not to smoke immediately outside any work base. This applies to staff, pupils, parents, carers, visitors and contractors.

3. Employees are permitted to smoke off-site during official breaks.
4. In the unlikely event of a member of staff not respecting the policy, their line manager will attempt to resolve the situation informally in the first instance. Where a pupil fails to respect the policy the matter shall be dealt with under the Unacceptable Behaviour Policy.
5. To ensure the correct operation of this policy and to safeguard health and safety, repeated breaches of the policy will be regarded as a serious breach of discipline and will be dealt with under existing disciplinary procedure.

### **Support:**

St Bonaventure Primary School encourages all smokers to seek advice and support to stop smoking and offers practical help to those who wish to do so. Please speak to your manager if you would like further information.

Policy formally adopted March 2013

Signed \_\_\_\_\_ (Head Teacher / Manager / Chair of Governors)

## **Annex B**

### **CHECKLIST**

To comply with the new law, you **MUST**

- Make staff and service users aware that premises and vehicles must be smoke free.
- Close any remaining indoor smoking rooms.
- Display “No Smoking” signs in smokefree premises and vehicles.
- Ensure that no one smokes in smokefree premises or vehicles.

To comply with Council and CYPS Policy, you **MUST**

- Adopt, adapt, improve and implement a local policy.
- Provide staff with support to quit smoking.