

11. Health and Safety		Implementation Date	1 st July 2019	
Author	Health and Safety Officer	Reviewer	Head	

PURPOSE

To describe the policy for Health and Safety at Thetford Grammar School

SCOPE

This procedure applies to the whole school

RESPONSIBILITIES

Role	Responsibility
Head of School	Identifying and establishing documentation requirement.
Author	Implementing, reviewing and maintaining document control.
Staff	Ensuring the most up to date procedure is followed and report any changers required.

This policy should be read in conjunction with the following:

- First Aid
- Risk Assessment
- Accessibility Plan
- Administration of Medicines
- Boarding Handbook
- Subject specific handbooks
- Staff Handbook

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1. Statement of Intent

1. Thetford Grammar School Limited (TGS) acknowledges and accepts the responsibilities placed on it as the 'Employer' by the Health and Safety at Work etc. Act 1974 (HASWA) and other relevant legislation.
2. TGS considers the health, safety and welfare of staff and pupils to be of paramount importance, and that a safe and healthy working environment is a prerequisite to achieving the School's stated core values (to promote commitment, opportunity, respect and excellence in teaching and learning).
3. Through the implementation of the Health and Safety Policy, TGS and the Head are committed to achieving the following objectives:
 - 3.1. To ensure, so far as is reasonably practicable, the health, safety and welfare of our employees, pupils, parents, visitors and contractors;
 - 3.2. To ensure that all staff: are aware of their health and safety responsibilities, know what is expected of them, and what they must do to discharge the responsibilities assigned to them;
 - 3.3. To continually develop a safety culture to remove or reduce the possibility of accidents, injuries, and ill health;
 - 3.4. To review and revise safety policies and procedures, both periodically and when any circumstances introduce a requirement to amend or improve arrangements;
 - 3.5. To have an effective system for communicating and consulting on health and safety matters, and securing the co-operation of employees and pupils in implementing the Health and Safety Policy;
 - 3.6. To provide whatever information, instruction, training, and supervision as necessary to ensure, so far as is reasonably practicable, the health, safety and welfare of all employees;
 - 3.7. To have in place arrangements to plan, implement, monitor, and review measures to address risks arising from the School's activities;
 - 3.8. To strive to continuously improve the School's health and safety performance, measuring its progress against agreed performance standards and education sector benchmarking.

TGS and the Head seek and expect the full co-operation and support of the whole school community to ensure that the Health and Safety Policy and arrangements are implemented effectively

Signed:

Michael Brewer, Head, for, and on behalf of, TGS Ltd.

Date: May 2019

Review due September 2019

2. Organisational Responsibilities

2.1. Duties

2.1.1 The Duties of TGS, the Board of Directors and the Advisory Board of Governors

TGS are responsible for the overall arrangements, and for ensuring that the company's operations are executed in such a manner as to ensure, so far as is reasonably practicable, the health, safety and welfare of all employees and others who may be affected by its operations. In the discharge of its duty, TGS, in consultation with the Head, will:

1. Ensure there is an effective company policy for health and safety and that all employees, contractors and temporary workers are made aware of their individual responsibility and to ensure that any necessary changes are made;
2. Understand and ensure, through the appointment of competent persons, that the company's responsibilities as employers under HASWA, any other Acts of Parliament, and Statutory Instruments for the organisation are met as well as non-statutory guidance stated in the ISI handbook;
3. Identify and evaluate all risks relating to:
 - 3.1. Accidents;
 - 3.2. Health;
 - 3.3. School-sponsored activities (including work experience);
4. Ensure that all Directors, Governors and staff understand and fulfil their responsibilities regarding health and safety;
5. Arrange for the necessary resources to meet the requirements of the company policy and legislation;
6. Make provision for adequate and appropriate training, so far as is reasonably practicable, to be given to all employees;
7. To ensure that notification and reporting procedures to the relevant statutory authorities are carried out;
8. Set personal examples on all matters of health and safety.

2.1.2. The Duties of the Head

As well as the general duties which all staff have, the Head has responsibility for the day to day maintenance and development of safe working practices and conditions for teaching staff, support staff, pupils, visitors and any other person using the premises or engaged in activities sponsored by the school. The Head will take all reasonably practicable steps to achieve this end, through the appointment of School Health and Safety Officer(s), and through others as appropriate. It is the Head's duty to:

1. Take all necessary and appropriate action to ensure that the requirements of all relevant legislation, codes of practice, and guidelines are met at all times;

2. Ensure that the school is following the employer's Health and Safety policy and has effective arrangements in place for managing the real health and safety risks at the school;
3. Maintain effective communications with the Board, the Health and Safety Officer and the school workforce, and give clear information to pupils and visitors, including contractors, regarding the significant risks on site;
4. Encourage staff, pupils, and others to promote health and safety;
5. Make sure that the staff have the appropriate training and competencies to deal with risks in their areas of responsibility;
6. Consult and work with recognised trade unions, safety representatives, employee representatives and safety committees (as applicable);
7. Make sure that the staff understand their responsibilities and know how to access support and advice to help them manage risks responsibly;
8. Monitor the management structure, along with the Board.

2.1.3. The Duties of the Health and Safety Officer(s)

As well as the duties laid down for all staff, the Health and Safety Officer(s), being directly responsible to the Head and the Proprietor of TGS, are to facilitate the day to day implementation and operation of the school's safe working practices and procedures. This will ensure the school environment, grounds and buildings are safe for teaching staff, support staff, pupils, visitors, and any other person on or using the premises or engaged in activities sponsored by the school. It is the duty of the Health and Safety Officer(s) to:

1. Understand the application of HASWA and other legislation relevant to the company's business;
2. Keep up to date with changes in current legislation, and to bring any relevant new legislation to the attention of the Head and Proprietor responsible for Health and Safety;
3. Attend such courses and seminars run by external sources to enable accurate interpretation of legislation, and to enable implementation within the organisation;
4. Collate all assessments as required by legislation and ensure they are conducted, reviewed and recorded at relevant intervals;
5. Recommend control measures and advise on the standard of Personal Protective Equipment and Clothing (PPE) issued to employees;
6. Conduct health and safety inspections and prepare reports of the all the company's operations, as directed by the Head or Proprietor;
7. Immediately contact the Head if situations are found, that in the opinion of the Safety Officer, require immediate rectification or the stopping of any operation;
8. Notify the Head if, after any workplace inspection, the agreed corrective action is not implemented by the arranged date;
9. Arrange and provide all health and safety training, and give toolbox talks as directed by the Head, to ensure that Health and Safety Management is actively promoted and sustained;

10. Facilitate the carrying out of investigations into all accidents and near-miss incidents, and to record the findings on the relevant forms;
11. Advise the Head of all incidents reportable under RIDDOR;
12. Arrange health surveillance as instructed;
13. Highlight areas where training / certification is required to meet the standards imposed by legislation-approved codes of Practice, or HSE guidance;
14. Bring new techniques for improving health, safety, and welfare to the attention of the Head;
15. Maintain the Health and Safety Hub;
16. Participate in the Health and Safety Committee and Critical Incident Management Team.

2.1.4. The Duties of Supervisory Staff

It is the duty of all supervisory staff (e.g. Heads of Departments, Supervisors, Co-ordinators, and Science Technicians) to:

1. Make themselves familiar with the requirements of HASWA, and any other health and safety legislation and codes of practice which are relevant to their area of responsibility and their work;
2. Maintain the Health and Safety Hub;
3. Participate in the Health and Safety Committee and Critical Incident Management Team;
4. Understand and implement the TGS Health and Safety policies, drive through the implementation of the policies, and measure their effectiveness;
5. Ensure effective communication between management and employees about all aspects of health and safety, as interaction between the workforce is a key area of health and safety;
6. Appreciate the responsibilities of personnel under their authority, and ensure that each employee knows his/her responsibility and are equipped to play their part;
7. Conduct risk assessments on the activities occurring within their department, ensuring that the methods and systems of work are safe, and that the necessary procedures, rules and regulations designed to achieve safeness are formulated, published, and applied;
8. Provide TGS with written instructions of work methods, which outline potential hazards and precautions, and ensure they are complied with;
9. Ensure accident and near-miss reporting procedures are understood and complied with, and assist with accident investigations where appropriate;
10. Ensure all employees and sub-contractors are suitably trained and competent to carry out the prescribed task, and that the necessary licenses and certificates of competence are in force and appropriate;
11. Ensure the statutory notices, the safety policy, insurance certificate, and the names of appointed first aiders are displayed and maintained in prominent locations;
12. Ensure that all new TGS employees are: provided with a copy of the policy statement, given induction training (as laid down in procedures), issued with Personal Protective Equipment (as required), and issued their personal responsibilities (as set out in this manual);

13. Remind any employee of correct practices if they are noted as failing to discharge their health and safety responsibilities;
14. Set a personal example regarding health and safety matters;
15. Follow set procedures for appointing and using contractors.

2.1.5. The Duties of All Employees

The Management of Health and Safety at Work Regulations, and HASWA, place responsibilities on the employer and employees alike. TGS reminds employees of their duties to take care for their own health and safety, and the health and safety of others who may be affected by their acts or omissions. Additionally, employees must co-operate with TGS to enable the School to discharge its own responsibilities successfully. Furthermore, all employees are expected to, where applicable:

1. Carry out assigned tasks and duties in a safe manner, in accordance with instructions, and to comply with safety rules, procedures, regulations, and codes of practice;
2. If aware of any unsafe practice or condition, or if in any doubt about the safety of any situation, consult their supervisor;
3. Obtain and use the correct tools and equipment for the work, and not use any that are unsafe or damaged. All tools, equipment and PPE must be stored in the approved place after use;
4. Ensure that all guards are securely fixed, and that all safety equipment, and PPE or clothing provided are used;
5. Not to operate any plant or equipment unless authorised;
6. Report any accident, near-miss, dangerous occurrence, or dangerous condition to their line manager;
7. Avoid improvised arrangements;
8. Suggest safe ways of eliminating hazards;
9. Not participate in horseplay, or place fellow employees in danger by their actions.

2.1.6. The Duties of Hirers, Contractors, and Others

When the premises are used for purposes not under the direction of the Head, then the principal person in charge of the activities will have responsibility for safe practices. The duties taking place in these situations are outlined as follows:

1. The Head or the co-ordinator will seek to ensure that the contractors adhere to the school's health and safety policy and procedures;
2. The Contractor must ensure that, so far as is reasonably practicable, he/she conducts their undertaking in such a way that persons not in their employment who may be affected thereby are not exposed to risks to their health or safety, in accordance with HASWA;
3. When the premises are hired to persons outside the employment of TGS, it will be a condition for all hirers, contractors, and others using the school premises (or facilities) that they:
 - 3.1. Are familiar with this policy,

- 3.2. Comply with all safety directives of TGS,
- 3.3. Will not, without the prior consent of TGS;
 - 3.3.1. Introduce equipment for use on the school premises,
 - 3.3.2. Alter fixed installations,
 - 3.3.3. Remove fire and safety notices or equipment,
 - 3.3.4. Take any action that may create hazards for person using the premises or the staff or pupils of the school;
4. TGS draws the attention of all users of the school premises (including hirers and contractors) to section 8 of HASWA, which states that no person shall intentionally or recklessly interfere with, or misuse, anything which is provided in the interests of health, safety or welfare in pursuance of any of the relevant statutory provisions;

2.2. Health and Safety Training

TGS recognises that health and safety training is an important part of Health and Safety Management. Training enables staff and managers to be sure that they are aware of the correct and safe way to undertake any activity.

If correctly implemented, training can improve competence, performance, and job satisfaction. Health and Safety training produces higher levels of awareness of health and safety issues, and can result in reducing instances of accidents/ incidents.

HASWA requires TGS to provide whatever information, instruction, training, and supervision necessary to ensure, so far as is reasonably practicable, the health and safety of their employees at work.

HASWA is expanded by the Management of Health and Safety at Work Regulations, which identifies situations where health and safety training is particularly important (for example when people start work, on exposure to new or increased risks, and where existing skills may have been forgotten or need updating). There are two types of health and Safety training:

1. Induction training. This will be provided for all new employees, both permanent and temporary. An induction checklist will be completed and retained by the Health and Safety officer(s). The checklist will include (amongst other things), Fire Safety Emergency procedures, personal safety, PPE, and welfare facilities
2. Job specific training, which includes specific health and safety responsibilities as well as job/task specific requirements.

2.2.1. Identifying Health and Safety Training Needs

Health and Safety training needs will be identified for all permanent and temporary staff. Training needs for other groups must also be considered (for example, volunteers, pupils, etc). Training needs will be identified and prioritised from information obtained from risk assessments and active/reactive monitoring (for example, accident/incident/investigation reports and performance reviews).

There may be certain groups of staff that require additional training, such as young or inexperienced staff, and staff with a disability or medical condition.

All training should meet the individual's training requirements, and a clear plan with measurable objectives should be arranged.

This is extended to contractors and self-employed people who may be working on site and to make sure everyone has the right level of information on:

1. Hazards and risks they may face, if any;
2. Measures in place to deal with those hazards and risks, if necessary;
3. How to follow any emergency procedures.

Health and Safety training needs should be properly prioritised and planned. TGS will always aim to use the following five step approach:

1. Decide what training your organisation needs,
2. Decide the training priorities,
3. Choose your training methods and resources,
4. Deliver the training,
5. Check that the training has worked.

2.3 Monitoring Health and Safety Performance

Monitoring and reporting are vital parts of a pro-active and effective Health and Safety culture. Management systems must allow the board to receive both specific (e.g. incident-led) and routine reports on the performance of health and safety policy.

TGS and the Head, through the Health and Safety officer(s), will plan to ensure that:

1. Appropriate weight is given to reporting both preventive information (such as progress of training and maintenance programmes) and incident data (such as accident and sickness absence rates);
2. Arrangements for the regular inspection of the workplace are made to monitor Health and Safety performance; this will both be informal and formal (documented);

3. Periodic audits of the effectiveness of the Health and Safety management system are carried out, along with the risk controls for health and safety;
4. The impact of changes, such as the introduction of new procedures, work processes or products, is reported as soon as possible to the Board and Head;
5. Any major health and safety failure is reported as soon as possible to the Board and Head;
6. There are procedures to implement new and changed legal requirements, and to consider other external developments and events;
7. As the Safety Culture develops, TGS will actively monitor (and record where appropriate) staff absences, returns to work, and other incident criteria, so that Health and Safety performance can be improved.

2.4. Contractor Selection and Management

All employers have statutory and common-law obligations in relation to the health and safety of their employees and premises. The following list is of the main legislations, whose concerns include the use of contractors:

1. The Health and Safety at Work etc. Act 1974 (HASWA), which places responsibilities on both TGS and the contractor with respect to ensuring a safe working environment for all those affected by the work activities taking place.
2. The Management of Health and Safety at Work Regulations, which is of importance in any client/contractor relationship. It requires TGS to employ competent persons.
3. All health and safety regulations dealing with special hazards, including:
 - 3.1. The Control of Substances Hazardous to Health Regulations,
 - 3.2. The Control of Lead at Work Regulations,
 - 3.3. The Control of Asbestos at Work Regulations,
 - 3.4. The Construction (Design and Management) Regulations.Clients and contractors have legal responsibilities under all regulations concerning special hazards.

2.4.1 What is a contractor/subcontractor?

A contractor is a company or individual with a contract to do a specific job for a client. They supply their own labour and materials, and provide overseeing staff if needed. A contractor may then engage other firms to assist with elements of the contract, these firms or individuals are regarded as sub-contractors. TGS can specify that a contractor does not sub-contract work without our permission.

2.4.2 What Will TGS do to Select Competent Contractors?

TGS will:

1. Ensure that the contractors they engage have the skills and knowledge to carry out the contract to the required standards, without risks to health and safety;
2. Send out a contractor request email or letter to all potential contractors requesting details of Risk Assessments, Method Statements and Insurance details as a minimum.

As standard, TGS Ltd. is an independent school. To comply with ISI guidelines, HASWA, and other relevant legislation TGS has the requirement that any contractor eligible for consideration must meet, and submit proof of, the following requirements and documents:

1. The contractor must provide a copy of their Health and Safety policy if they have five employees or more;
2. The contractor must show that they use risk assessments, and will supply any method statements for work to be undertaken at TGS before work commences;
3. The contractor will need to provide a valid Employers Liability Insurance
4. If the contractor is in a regulated activity at the School, they must provide DBS certificates and an identity check before any work will commence;
5. The employing person must ensure that the contractor is competent to carry out the works specified, and where possible the contractor must supply copies of any certification;
6. The contractor must show that they have a reporting accident and near miss policy, and agree to notify TGS of any such incidents whilst working on TGS's behalf;
7. Provide evidence and references of past works;
8. If a permit to work is required, the contractors will not begin works of any kind without the permit being issued first. TGS has a template format for this.

The contractors must meet these requirements. TGS also has a contractor checklist, which will be completed before any contractor is approved. Once they have met all of our requirements the contractor will then be added to the list of 'Approved Contractors'.

2.5 Communication and Consultation with Employees

TGS and the Head are committed to promoting an excellent safety culture within the organisation, and will ensure that the communication and consultation with employees is a continuing commitment of the School. The Head, through the Health and Safety Officer(s), will plan for communication and consultation with all members of the TGS team.

Communicating and consulting with the workforce, and giving them the right knowledge and skills, are not only legal duties under HASWA, but also shows that TGS takes their health, safety and welfare seriously.

Other key benefits include:

1. Lower incident and accident rates,
2. A more positive attitude towards health and safety by all,

3. Greater awareness of workplace risks,
4. Better control of workplace risk.

Methods for consulting with employees include:

1. Informing, through the aid of notice boards and emails;
2. Team meetings, information, instruction, and training.

Having a two-way process (allowing staff to raise concerns and influence decisions on the management of Health and Safety) will enable TGS employees to understand risks in the workplace, as will involving them in decision making and joint problem solving.

TGS and the Head, through the Health and Safety officer(s), will plan for the continuation of the Health and Safety Committee meetings. These meetings will be chaired by the Health and Safety Officer(s) and will cover all appropriate areas of health, safety and welfare. The purpose of the committee is:

1. To promote, and maintain, the interest of employees in health and safety issues;
2. To review incidents, near misses, and accident and investigation reports;
3. To review all serious injuries, so that fact finding (not fault finding) is enabled, to assist the prevention/re-occurrence of the same, or a similar, incident;
4. To provide an opportunity for the free discussion of health and safety problems and possible solutions;
5. To help reduce the risk of workplace injuries, incidents and illnesses;

The TGS Board will receive termly safety reports from the Health and Safety Officer(s). The TGS Board will review the report together with other key safety performance indicators.

TGS will review all health and safety policies and procedures at least once per year, through the analysis of collected data (from inspections and yearly audits of the organisation), including Safety Committee minutes and reports from the Health and Safety Officer(s).

To help ensure effective compliance with legislation and HSE guidelines, separate departmental health and safety meetings may also be held to:

1. Report unsafe conditions, and suggest corrective actions;
2. Contribute ideas and suggestions for improvements in safety;
3. Work safely and influence others to work safely;
4. Help make health and safety activities an integral part of the organisations operating procedures, culture, and programs;
5. Ensure, most of all, that employees feel that they have somewhere to voice their concerns.

All staff have access to the Health and Safety Folder 2017 (electronically on the Shared Drive) and the in Health and Safety Hub, plus the printed Blue Health and Safety Folders.

2.6 Emergency Procedures

The Head is committed to ensuring that, in the event of an emergency affecting the school, the school will provide an effective response, working with emergency services to minimise the impact of the emergency on the school and the community as a whole. The Head will ensure that an emergency plan is prepared to cover all foreseeable major incidents which could put the occupants or users of the school at risk. This plan will indicate the actions to be taken in the event of a major incident so that everything possible is done to:

1. Save lives,
2. Prevent injury,
3. Minimise losses.

2.6.1. Aims

1. To provide effective emergency response arrangements that will ensure the wellbeing and safety of all children and adults in the care of the school;
2. The plan will be agreed by TGS, and will be regularly rehearsed by staff and pupils. The results of all such rehearsal will form part of the regular risk assessment surgery, and the outcome will be report to TGS.

2.6.2 Objectives

1. Establish an effective framework of Emergency Response;
2. Ensure that the emergency incident is communicated quickly and clearly to supporting agencies, enabling supporting arrangements to be rapidly activated;
3. Ensure that the emergency services are provided with up-to-date contact details for key members of staff;
4. Maintain high standards of welfare and duty of care arrangements for pupils, staff and carers;
5. Ensure that actions and decision making during the emergency incident is properly recorded;
6. To minimise educational and administrative disruption within the School;
7. To facilitate the return to normal working arrangements at the earliest time;

2.6.3 Types of Emergency

An emergency incident can be defined as an unexpected or unplanned event which affects the school community, and which causes disruption on a scale beyond the normal coping capability of the school. The emergency incident may involve significant threat, damage, or injury to property and individuals, and may have long term impacts on pupils, staff, and parents. It may affect pupils, staff, and/or parents, and may relate directly to the safety of the TGS school community, and may involve an incident beyond the school premises.

The following are examples of emergency incidents which may impact the school and necessitate activation of the emergency plan:

1. A fire within the school or nearby premises;
2. A serious accident involving children and/or school personnel, on or offsite;
3. Death of a pupil or member of staff;
4. Kidnap or disappearance of a pupil;
5. A terrorist attack, or violent intruder on or nearby school premises;
6. Chemical or toxic substance release on or off site;
7. An epidemic such as meningitis;
8. Severe weather events such a flood, high winds, extreme storms etc;
9. Pandemic flu.

2.6.4 Roles and Responsibilities

The Critical Incident Management Team (CIMT) will consist of the Head, the Deputy Head, the Health and Safety Officer(s), the school lead First Aider(s), and the Safeguarding Lead. The Critical Incident Management Team (CIMT) has responsibility for activating and implementing the School Emergency Plan.

All members of the CIMT must:

1. Have a copy of the School Emergency Plan at home **and** at School;
2. Be aware of their role and responsibilities, and that of others;
3. Have an on-call rota for CIMT members.

The Emergency Plan should be followed as closely as possible. The designated personnel must understand their roles. The team acts as a team, and no unilateral decisions are made. Consideration and sensitivity to the school, and the wider local community is shown by all.

The aim is for normal routines to be resumed as soon as possible (to minimise educational and administrative disruption within the school), but to maintain a duty of care. It is noted that a total recovery may take longer.

2.7 Accident Reporting and Investigation

There is a duty to report accidents, incidents and dangerous occurrences which occur on the school premises, or which arise from work carried out on behalf of the school. This responsibility extends to incidents involving students, contractors, visitors and other members of the public, as well as to employees.

Throughout this policy, the following definitions apply:

1. An **accident** is an incident where an employee, or non-employee, is injured or harmed because of work and/or there is damage to equipment, property, or premises;
2. The term '**employee**' includes part-time, temporary, or casual staff (including trainees and self-employed persons working on site);

3. A **near miss** is an event that, while not causing harm, injury, or damage, had the potential to cause injury or ill health;
4. A **dangerous occurrence** is a serious incident with the potential to cause injury to a person and/or damage to equipment, property, or premises. Dangerous occurrences **must** be reported to the HSE. A list of reportable dangerous occurrences can be found on the HSE website including those reportable under RIDDOR.

2.7.1 Reporting Procedures

As soon as possible after an incident, details of the incident should be recorded in the school's accident book (held in reception) by the nominated person of the relevant department. A copy of the record should be given to the Health and Safety officer(s).

The incident will be assessed and followed up with investigations if required.

TGS will maintain the accident records securely; they will be stored either as hard copies or electronically (or both).

If the person is above 18 years old, accident records must be retained for at least 3 years after the date of the accident. If the person who had the accident is under the age of 18, then accident records must be kept until they are 21.

2.7.2 Accident Investigations

It is a legal requirement for TGS, as an employer, to monitor and review their health and safety arrangements. Accident investigation forms are an essential part of this process. A template is included in the Health and Safety Electronic & Printed Folders.

All accidents will be investigated at the earliest opportunity by the Health and Safety officer(s), or delegated other, to determine what (if any) action is needed to prevent a recurrence. The level of investigation should be proportionate to the severity of the incident (the potential consequence and likelihood of the incident recurring should determine the level of investigation, not simply the injury suffered on this occasion). For example, a scaffold collapse may not have caused an injury but it had the potential to cause major or fatal injury.

When making decisions, TGS must also consider the potential for learning lessons. For example, if the School has several similar adverse events, it may be worth investigating, even if each single event is not worth investigating in isolation.

The investigation findings will form the basis of an action plan to prevent the incident from recurring, and will be used to improve the overall management of risk and to identify areas of the risk assessments that may need to be reviewed.

2.8 First Aid

The arrangements for First Aid provision will be adequate to cope with all foreseeable major incidents.

The number of certificated first aiders will not, at any time, be less than the number required by law (in accordance with the First Aid at Work Regulations).

At the discretion of TGS, additional staff will be given such training in first aid techniques as is required to give them a basic, minimum level of competence. This level will be agreed by TGS after seeking appropriate advice. The number of such trained (but un-certificated) first aiders will be determined by TGS as that being sufficient to meet the needs of all foreseeable circumstances

Supplies of first aid material will be held at various locations throughout the school. These locations will be determined by the Head and the Health and Safety Committee. They will be prominently marked and all staff will be advised of their position. The materials will be checked regularly and any deficiencies made good without delay. Adequate and appropriate first aid provision will form part of the arrangement for all out-of-school activities. A record will be made of each occasion any member of staff, pupil or other person receives first aid treatment, whether on the school premises or as part of a school-related activity.

2.9 The Health, Safety and Welfare of Staff and Pupils

2.9.1 Work-Related Stress

The School takes the need to safeguard the health and welfare of all their staff very seriously. This includes their professional development. Attention will be paid to the assessment and prevention of work-related stress. If a member of staff is experiencing stress at work, he/she should inform their line manager or the TGS HR Function.

2.9.2 Security

The school is committed to protecting the health of its employees, pupils and others, and will do all it can to ensure that the school is a safe environment for all who work or learn there. Security measures will be reviewed regularly, and the advice of experts (e.g. fire officers, architects, police and other consultants) draw upon when deemed necessary.

2.9.3 Welfare Facilities

The School will ensure that there are adequate Welfare Facilities necessary for the well-being of all employees, pupils and others, such as washing, toilet, rest and changing facilities, and somewhere clean to eat and drink during breaks.

2.9.4 Safe Working Environment

The school ensures the development and implementation of a programme of planned preventative inspection, maintenance, and testing (of buildings, plant, lifts and equipment) to

ensure robust performance, compliance with legal requirements, the provision of safe places of work and study, and safe plants and equipment.

2.9.5 Violence or Threatening Behaviour

The school will not tolerate violence, threatening behaviour or abuse directed against staff or pupils.

2.9.6 Road Safety

The School will ensure that pupils, so far as is reasonably practicable, cross the road safely between different sites and whilst accessing the sports fields. Pupils and parents are regularly reminded of the correct procedures and care to be followed. A Road Safety and Transport/Vehicular movements policy and Risk Assessments are in place.

2.10 Competent Advice

The Management of Health and Safety at Work Regulations require TGS to have a source of competent advice and guidance. At TGS, the competent advice can, and will, be given both internally (by the Health and Safety Officer(s), who will be trained in the Institute of Occupational Health and Safety's 'Managing Safely' course) and externally (by the RedCat Partnership Ltd.). The RedCat Partnership Ltd. have assisted in the preparation of this Safety Policy and the School's Risk Assessments. TGS understands that RedCat accepts no liability for any inaction on their advice or guidance given.

RedCat can be contact on 01603 473732 or at enquiries@redcatpartnership.co.uk

3. The Arrangements for Health and Safety

3.1. Management of Manual Handling

The school will comply with the Manual Handling Operations Regulations, which places a requirement on both the employer and employee to reduce the hazards to health associated with the manual handling of loads.

Manual Handling is defined as 'any transporting or supporting of a load including lifting, putting down, pulling, carrying or moving by hand or bodily force'.

TGS and the Head shall, so far as is reasonably practicable, avoid the need for their employees to undertake any manual handling operations at work which involve a risk of injury or harm

Where it is not reasonably practicable to avoid the need for their employees to undertake any manual handling operations at work which involve a risk of injury, TGS and the Head will:

1. Make a suitable and sufficient assessment of all such manual handling operations to be undertaken, and
2. Take appropriate steps to reduce the risk of injury (to the lowest level reasonably practicable) arising from the undertaking of any such manual handling operations.

TGS are aware that incorrect handling and lifting techniques cause a high proportion of occupational ill health. TGS encourages their staff to avoid hazardous manual handling operations where reasonably practicable. TGS will assess any hazardous operations that cannot be avoided, and reduce the risk of injury so far as is reasonably practicable. TGS acknowledges that there are no safe limits for lifting, and that some self-assessment will be required by staff members using the guidelines below, and in line with the Risk Assessment Proforma included in this policy and on training.

Employees will take care when:

1. Handling loads that are heavy (or they consider to be too heavy), bulky, difficult to grasp, or unstable;
2. A task involves awkward lifting, reaching or handling;
3. Pushing or pulling;
4. A task involves repetitive handling that does not allow enough rest time between loads;
5. Bending, twisting and /or stooping;
6. Working positions are uncomfortable;
7. Exerting too much force;
8. Working too long without a break;
9. Working conditions are adverse;

10. Psychosocial factors are unfavourable (e.g. high job demands, time pressures, lack of control);
11. Noted symptoms are not acted on in a timely manner;

Key tasks most likely to cause injury have been identified and risk assessed.

When employees must undertake Manual Handling tasks, good techniques will be employed, namely:

1. Keeping the feet apart (approximately the width of the hips apart, with one foot slightly in front of the other);
2. Bending the knees and keeping the back as straight as possible;
3. Pushing upwards using the leg muscles;
4. Keeping the chin well in so that it is a hands width from the chest (this will help to keep the spine in its natural position);
5. Ensuring a good grip (this makes maximum use of the palm of the hand and ball of the thumb). The load will be grasped wherever possible with both hands;
6. Keeping the load as close to the body as possible, so that the body does not become unbalanced;
7. Keeping the twisting of the torso to a minimum if turning to one side;
8. Ensuring the load does not have sharp edges;
9. Using a table (or similar) as a half way resting point;
10. Breaking down the load in to more manageable chunks;
11. Always maintaining good sight. A person must always be able to see where they are going;
12. Walking over the route before lifting to ensure that there are no obstacles in the way
13. If the load is unwieldy or irregular, seek assistance;

The dynamic Risk Assessments will consider the:

1. Task,
2. Load,
3. Work environment,
4. Individual capability.

TILE (task, individual, load, environment) proforma is available to all staff.

Employees are asked to notify the Health and Safety Officer(s) of any pre-existing or newly developed injuries or conditions that will affect that employee's ability to manually handle items so that a further assessment (TILE) can be completed.

3.2. Management and Control of Asbestos

TGS and the Head recognise the legislative requirements to ensure the correct management of asbestos in the school to prevent or minimise the risk that asbestos poses on students, staff and anyone else using the premises and will:

1. Make every effort to minimise the risks by effectively managing and controlling work where asbestos materials are present;
2. Ensure that the Asbestos Survey (which identifies and assesses the sources of risk from asbestos) is upgraded to an Asbestos Management Plan and that the Plan is implemented;
3. Set a date for completely removing the Asbestos from the School Site;

TGS will ensure that the Asbestos Management Plan is made accessible to all in-house and out-sourced staff that may be brought into contact with asbestos as part of their work activities.

3.3. Management and Control of Hazardous Substances

TGS and the Head recognises its responsibilities to implement, in full, its duties in respect of The Control of Substances Hazardous to Health (COSHH) Regulations

Using chemicals or other hazardous substances at work in the school environment can put people's health at risk, so the law requires employers to control exposure to hazardous substances (so to prevent ill health). Employers must protect employees, and others who may be exposed, by complying with the COSHH Regulations. COSHH is a useful tool for good management which sets eight basic measures that employers, and sometimes employees, must take. To ensure compliance with the COSHH regulations the school will be using these eight steps, which are as follows:

1. Assess the hazards and risks. This will involve a complete inventory per department of what substances are present, which of those substances are used, who uses them and how they're used. COSHH assessments will be completed by referring to a Manufacturers Safety Data Sheet (MSDS), which is to be held in a file along with the completed COSHH Assessment;
2. Decide what precautions are needed;
3. Prevent or adequately control exposure;
4. Ensure that control measures are used and maintained;
5. Monitor the exposure, as appropriate;
6. Carry out appropriate health surveillance, if the assessment performed in the first step indicates that this is necessary;
7. Prepare plans and procedures to deal with accidents, incidents and emergencies;
8. Ensure employees are properly informed, trained, and supervised.

All Heads of Department are to ensure that, prior to using a hazardous substance, a suitable and sufficient COSHH assessment has been completed to minimise any risks associated with the

substance. Substances must not be used unless accompanied by the relevant COSHH assessments and MDS. The COSHH assessments and MDSs are made accessible to all staff and students who may encounter the substance. A template COSHH assessment is available for use.

The chemicals used by the Cleaning Staff are provided with completed assessments, which have been checked by the Health and Safety Officer(s) to ensure they are correct. Completed assessments are placed in each Cleaning Cupboard.

All hazardous substances are to be stored in accordance with advice on its corresponding MSDS.

Waste generated from the use of hazardous substances will be disposed of as hazardous waste. The Science Department holds Radioactive Materials, which have their own control measures, including the appointment of a Radiological Protection Supervisor; who is advised by the appointed Radiation Protection Advisor.

3.4. Management and Prevention of Slips, Trips and Falls

TGS and the Head recognise that legislations require suitable (and sufficient) arrangements to be in place which ensure that risks posed to the Health and Safety of employees, pupils, contractors and others affected by the School's activities (that cannot be prevented so far as is reasonably practicable) shall include taking measures to control slip and trip risks. To effectively control slip and trip risks the School will:

1. Look for, and identify, slip and trip hazards on the site (a plan for this has been created by the Health and Safety Officer(s));
2. Decide who might be harmed and how.
3. Inspect who comes onto the site, and identify whether they are at risk.
4. Consider all risks, and decide if the precautions already being taken are adequate, or if more needs to be done to minimise the risk;
5. Record all findings;
6. Review the assessment regularly, and revise it as necessary.

In general, the following precautions are required at TGS:

1. All floors, including stairs and walkways, will be free from obstruction;
2. All floor surfaces will be suitable for the activities undertaken there, and will be free from holes/ splits etc. All such holes or tears must be reported immediately, and if necessary a temporary solution found until a permanent repair can be undertaken;
3. All changes in level are clearly marked and such areas well lit;
4. Trailing leads from equipment will not trail across the floor when left unattended or without warning;
5. Floor cleaning is programmed. However, should additional cleaning be required, this will be before or after the buildings are open to pupils. All floors are maintained in a clean condition appropriate to the use of that area;

6. All goods, including school bags, are stored correctly and securely;
7. In the unlikely event that there is an unsafe area or work is being undertaken, then that area will be cordoned off;
8. Spillages will be cleaned up immediately (cloths etc. are available to ensure this);
9. Signage and verbal guidance are given with respect to the step-in reception;

TGS policy focuses on key areas, which are as follows.

3.4.1. Flooring

The flooring in all areas is suitable for the type of pupil/ work activity that will be taking place on it. In the main, it will be ensured that floors remain dry. If this is not possible the floors have added roughness (for example the stairs, toilets and the kitchen area). All floors will be cleaned correctly at sufficient intervals to ensure that they do not become slippery, or retain their non-slip characteristics (degreasers are used as required).

All floor coverings are fitted correctly to ensure that there are no tripping hazards. Any defects must be reported immediately to the Health and Safety Officer(s) via the Maintenance Log Book. Floors throughout the premises will be maintained in a good order to ensure that there are no trip hazards (such as holes, tears, excessive uneven surfaces, and curled up mats).

With respect to the car park and external pathways under our control, these will be maintained in an even condition appropriate to their location.

Stairs and steps (two or more) will be (where possible) of equal height and width, with a suitable secure handrail and the nosings/steps will be highlighted.

3.4.2. Contamination

It is understood that most floors only become slippery when contaminated, so all reasonable steps are taken to reduce the risk of contamination. Contamination is anything that ends up on the floor, which includes:

1. Rainwater in doorways, for which mats have been provided;
2. Food contamination in the kitchen and dining room areas, where safe working procedures are in place to ensure spillages are cleaned up;
3. Water from washing up or use of the dishwasher within the Kitchen. Correct techniques will be used to minimise this;
4. Dirt and dust on the floor in any location, for which good housekeeping standards are in place;
5. Food or other debris dropped on the floor and ground surfaces throughout the school;

Although not all contamination can be prevented, it is TGS policy to ensure that floors are cleaned effectively and quickly. Warning signs are available to be used temporarily whilst a floor is being cleaned or dried.

3.4.3. Obstacles

To prevent obstacles, TGS will ensure that:

1. There are clear walkways throughout the school during the core opening times;
2. Pupil's bags are stored correctly (additional storage has been provided);
3. That there are no trailing wires across walkways;
4. When cleaning takes place, it will be before the premises is open to pupils, and only when a limited number of staff are present;
5. No obstructions are permitted. Deliveries and equipment for example are not to be left in walkways. Packages in reception are distributed quickly or stored out of the way;
6. There are sufficient bins throughout the school that are emptied frequently throughout the week.

3.4.4. Cleaning

All our staff have a responsibility to ensure that the workspace environment is appropriately clean. All staff have the duty to deal with spillages and contamination as they occur. An effective cleaning regime is in place across the school, with a dedicated cleaning team. Care is taken when:

1. Floors are wet or drying,
2. Cleaning chemicals are in use.

3.4.5. People

TGS appreciates how the behaviour of people and visitors within the school environment can affect the risk of slips and trips. All staff understand that if there is a fault or spillage they need to deal with it rather than waiting for someone else to. Staff and pupils are aware of the need to wear correct and appropriate footwear during their time at school.

There is a Manual Handling Policy to ensure that staff plan those tasks so they can see where they are going, or seek assistance when carrying bulky items.

The Risk Assessment process ensures that tasks are being reviewed to check whether they can be undertaken more safely.

3.4.6 Environment

The following controls are in place:

1. Lighting is appropriate, so that anyone on the premises can see where they are going, particularly on the stairs and steps. Lighting does not cause glare, which could affect people's ability to see hazards;
2. Mats are provided for people to dry their feet during times of wet weather.

3.4.7 Footwear

The footwear of staff and pupils is controlled. However, the School is open to members of the public, visitors, and contractors, who can at times wear inappropriate footwear. It is therefore

policy to ensure that our floor surfaces are suitable, and that they are kept as clean and dry as is reasonably practicable.

The policy for staff and pupils is for sensible well fitted footwear to always be worn, with a sole that provides a grip. Shoe laces must be secured.

3.5. Management of On-Site Vehicle Movements

TGS and the Head will ensure that the school takes all appropriate measures to promote safe vehicular movements to protect its staff, its students, and anyone using the premises.

The school is responsible for carrying out a risk assessment of the traffic hazards on site, implementing measures to minimise the risk of injury from traffic, and identifying future site improvement needs. The policy will be renewed on an annual basis, but the need to make changes to the policy at any time (should the situation demand) is recognised.

TGS will implement this by using the Health & Safety Executive HSG136 guide which covers the following sections:

1. **Safe Site** (Design and Activity).
 - 1.1. Design covers the layout of the workplace, for example traffic routes and their maintenance, the positioning and design of pedestrian crossing points, lighting and signage (where these are under TGS's control). The main aim of any design should be the segregation of vehicles from pedestrians. However, TGS is aware that additional controls are required for crossing the road between sites and for staff and pupils accessing the Sport Field.
 - 1.2. Activity covers activities on-site, such as reversing operations, coupling and uncoupling, loading and unloading, tipping and sheeting. TGS will ensure these activities take place in areas where pupils do not have access.
2. **Safe Vehicle**. This section covers identifying and choosing the most appropriate vehicle for the task, environment and the people who will use it, as well as how the vehicle will be maintained. TGS has a Risk Assessment in place for this.
3. **Safe Driver**. This section covers the competence and behaviour of those who operate TGS vehicles, as well as what grade of Licence a driver requires. This is covered in more detail in the Commercial Vehicle Policy, which includes the use of the School Mini-Buses, and the maintenance vehicles.

3.6. Personal Protective Equipment (PPE)

TGS and the Head recognise that legislations require there to be suitable and sufficient arrangements in place to ensure that risks (that cannot be prevented so far as is reasonably practicable) posed to the health and safety of employees, pupils, contractors and others affected

by its activities, are controlled by the provision of suitable PPE. Where PPE is mandatory, appropriate signage (blue signs) must be displayed.

PPE is equipment that will protect the user against health or safety risks at work. It can include items such as safety helmets and hard hats, gloves, eye protection, high-visibility clothing, safety footwear and safety harnesses.

The PPE provided to employees and pupils must be suitable for the purpose and person. In selecting the appropriate PPE, the health of the wearer must be taken into consideration. Conditions may exist where it is not advisable to use PPE, especially Respiratory Protective Equipment (RPE). If there is any doubt as to the wearer's health then an additional risk assessment should be completed.

The School will:

1. Ensure that PPE is provided to all employees and pupils whenever it is identified by risk assessments that health and safety risks are not adequately controlled by other means;
2. PPE is supplied free of charge to employees, in accordance with HASWA;
3. Select suitable PPE for the risks, employees, pupils and the work environment;
4. Provide instruction and training to ensure the correct use of PPE;
5. Ensure that there is suitable storage for PPE, so that it can be safely and hygienically stored when not in use;

3.6.1. Responsibility of Employees and Pupils

Every employee and pupil must use the PPE provided, and use it according to the instructions and training given. Employees and pupils must take reasonable care of PPE provided.

3.7. Fire Safety

TGS's priority is to minimise the risk of injury (and indeed loss of life) by maintaining the physical fire safety of the school. TGS will ensure that staff, pupils and visitors do not add to the fire risk, and that evacuation of the buildings is done safely if a fire breaks out. The fire safety policy, procedures, and risk assessments at TGS are designed to help the community respond calmly and effectively to the outbreak of fire in one of the buildings.

A detailed Fire Risk Assessment has been undertaken, and should be deemed a work in progress as the School improves its Fire Prevention Measures.

NB. There are separate policy statements for Electrical/ Gas Safety (see sections 3.8. and 3.9.).

Within the school buildings and grounds, the following Fire Safety Rules are in place:

1. All Fire alarms and extinguishers are maintained by an external contractor;
2. Fire exits are always kept clear of obstruction;

3. A fire drill (either on a normal school day, or during a Health and Safety Committee meeting or inset day) will take place approximately twice every year;
4. A fire safety folder is to be held in both the school office, in the boarding house, on the shared drive and the Health and Safety Hub, which contains all relevant information (such as the location of the Fire Assembly Point, and who the Fire Marshalls are);
5. There are designated Fire Marshalls (someone who takes control in the case of an emergency), who have been trained. Their names are listed in strategic locations around the school;
6. Staff, pupils and contractors must not misuse electrical appliances;
7. Electrical faults must be reported to the Health and Safety Officer(s) immediately;
8. Staff and pupils must switch off electrical appliances after use;
9. Fuses are only to be changed by an approved contractor / competent person;
10. Repairs / alterations are only to be undertaken by an approved contractor;
11. Rubbish is not permitted to build up, but must be removed from the buildings on a regular basis;
12. Combustible / flammable materials are stored away from ignition sources;
13. Aerosols, if on site, are not to be stored in sunlight or on window sills;
14. Fire Extinguishers must be in their designated location unless being used to fight a fire;
15. Fire extinguishers must not be used to prop open doors;
16. Fire Doors must not be propped open when there is no one in the building;
17. Staff, pupils and visitors will observe the onsite rules on smoking. Smoking, 'vaping' and the use of E-Cigarettes is never to be done on-site (but is permitted off-site).

3.8. Electrical Safety

Electrical Safety within TGS is of paramount importance, and the company accepts its responsibilities under the Electricity at Work Regulations.

The fixed installations at the school will be inspected and tested in accordance with current guidance by competent external contractors. TGS use approved contractors who are members of the National Inspection Council for Electrical Installation Contracting (NICEIC), or equivalent. This will be at a frequency determined by the contractor. The Inspection Certificates will be stored in the Health and Safety Hub.

TGS accepts responsibility for the safeness of its own electrical equipment, and will plan for the formal electrical checking of portable equipment by a mixture of competent staff and contractors, in accordance with Table 1, below.

No employee is expected to undertake any electrical work. Employees are expected to use electrical equipment only as intended, and to undertake the visual checks as detailed below. If an employee notes a fault, the appliance must not be used until it is examined by a competent person.

3.8.1. General Electrical Safety Controls

Electrical cables are not permitted to trail across walkways. Particular care will be taken when moving electrical equipment for cleaning, and when using electrical equipment in more 'hostile' environments (e.g. outside, and in wet or hot areas).

Each piece of electrical equipment must be visually checked by employees before use. Employees must ensure (by undertaking a visual check) that the following fundamental requirements are met before using electrical equipment:

1. Plugs are not damaged. Any cracked / broken plugs or sockets must be replaced by a competent person;
2. The outer covering of the cable is firmly gripped where it enters the plug and the equipment. If not, the cable must be re-secured within the cable grip by a competent person;
3. There are no internal wires showing from inside the cable housing. If there are, the cable must be repaired by a competent person;
4. No unfused multipoint adaptors (square block adaptors) are in use, as their use is not permitted (as they can overheat and are vulnerable to damage. Fused 'plug-boards' may be used, with one plug per socket, if the plug board's own plug is not overloaded. One plug- board must not be plugged into another plug-board (known as a 'daisy chain').
5. If reeled extension cables are used they should be fully extended, as otherwise they can become hot and melt. Checks of any reeled extensions should be made for burn marks, disfigurement of the cable insulation or staining, which all suggest overheating;
6. No extension leads are 'daisy chained' (plugged into another extension lead);
7. No taped joints are present, as they are not permitted;
8. If any cables are damaged, they are not to be used. They must be repaired by a competent person, or replaced;
9. There is no burning or scorching on any cables or electrical equipment. If burning / scorching is present, the equipment must not be used;
10. All casings / outer covers of equipment must be undamaged, as cracks, splits, or missing parts can allow access to live wires. If casings / covers are damaged then the equipment is not to be used.

Any such defects noticed must be reported to the Maintenance Manager, who will prioritise the remedial work. The equipment must not be used until the fault has been rectified, or the item replaced. If any problems are found by user or during formal visual inspection, the matter must be reported to the Maintenance Manager immediately. The appliance shall not be used until it has been examined by a competent electrician, or discarded.

Regulations require the appropriate maintenance of Portable Appliances (any appliance which has a plug). The frequency of testing will be determined in accordance with current HSE guidance, and will take the following into account:

1. The environment. For example, equipment in academic areas will suffer less damage than the portable equipment used by the Maintenance Team;
2. The users. If a piece of equipment becomes damaged then this will bring forward its inspection;
3. The Equipment Construction
 - 3.1. Class 1 equipment is dependent on the earth cable being connected. Therefore, if the cable is damaged then the earth connection can be lost and thus needs a more frequent testing regime;
 - 3.2. Class 2 equipment is double-insulated (it will be labelled with a symbol of a square within a square);
4. The equipment type. If something is hand held, it is more likely to be damaged than a fixed appliance.

Any item of equipment failing visual user checks will immediately be taken out of service and must not be use.

Table 1: Categories of appliances and their corresponding checks

	che		

	Formal visual check 2 yearly	Formal inspection
Category		
Employee/user		

Classroom equipment, office
IT

equipment, equipment with a special test mode, fridges etc.	user visual check	included on monthly workplace check
		Every 3 months

Workshop/Maintenance hand tools		Visual – every time	Every 6 months	
General office equipment (e.g. vacuum cleaners/fans)	user visual check	include	Every 24 months	
	ed on	workplace check		month
Portable RCDs			buy new each year	
Personal equipment (e.g. mobile phone chargers)		user visual check		N
Equipment that is doubly insulated (e.g. laptop chargers)		one user visual check		
		None		
Laboratory equipment	User	visual check		

3.9. Gas Safety

Gas is used in many areas throughout the school, including for heating and hot water via the fixed boiler system and for cooking purposes within the catering Kitchen. The School also has bottled gas, which is for use by the Science Department and for maintenance work.

A '**Gas system**', as used in the Approved Code of Practice/Guidance, means all gas installation pipe work, fittings and appliances, as well as the provision of ventilation and flueing of the appliances.

In general, regulations require work on gas fittings (installation, fittings and maintenance) to be carried out only by a **competent person**. TGS will only use persons who are registered on the **Gas Safety Register** to do work on gas fittings.

3.9.1. General Information

Flammable gas systems are potentially very dangerous, and there is always a risk of explosion.

Natural gas and liquid petroleum gases (LPG) are heavier than air and will collect in low places (e.g. drains pits, cellars, and inside vehicles) posing an explosion risk.

All employees must ensure that they know how to operate any equipment involving and how to turn it off. They must also be able to isolate the equipment from the flammable gas supply. Gas cut-off switches are well marked. The location of the switches will be listed on the Fire Risk Assessment in the Health and Safety Hub

In the unlikely event that a member of the School suffers a flammable gas injury, it **must** be treated by professional medical personnel without delay (injected gas is often deadly).

All Boilers are to be serviced on an annual basis and records are kept on site and for 6 years.

TGS will not permit the storage of combustible materials around boilers or in the same room as a boiler.

Staff handling gas should refer to the Fire Safety and Manual Handling guidelines

3.9.2. Poisonous Gases from Combustion

TGS is aware that the burning of hydrocarbon flammable gases (e.g. natural gas and LPG) uses oxygen normally found in air. In confined and unventilated places, this combustion can lead to the build-up of waste combustion gases, which often include carbon dioxide and carbon monoxide, which are silent killers and can be lethal.

It will always be ensured that there is sufficient ventilation to provide adequate air for the combustion process and to ensure the dispersal of waste combustion gases.

Audible carbon monoxide alarms are fitted as per the manufacturer's instructions. These are tested as required, and these tests documented.

3.9.3. The Storage of Bottled Gas;

All bottled gas on the premises will be stored in accordance with the Codes of Practice. Only small quantities of bottled gas will be stored within the laboratories and within maintenance. Valves and regulators are checked and documented monthly.

3.10. Work at Height

For the purposes of this policy, TGS considers work to be 'Work at Height' if a person could be injured falling, even if it is at (or even below) ground level.

'Work' includes moving around at a place of work (except by a staircase in a permanent workplace) and will include use of ladders for access and egress.

It is the responsibility of TGS employees to ensure that:

1. No work will be undertaken at height unless it is essential;
2. All work at height is properly planned and organised. A Risk Assessment must be undertaken (a template is provided as part of this policy);
3. All work at height will take account of weather conditions that could endanger health and safety;
4. Those involved in work at height are trained and competent;
5. The place where work is done is safe (for example the floor/ground surface will be level, or additional controls are implemented when needed);
6. Equipment for work at height is appropriately inspected;
7. The risks from fragile surfaces are properly controlled;
8. The risks from falling objects are properly controlled.

3.10.1. Planning

Where work at height is necessary, then a risk assessment will be undertaken prior to work commencing, and a suitable method and safe system of work established and implemented. When work at height is necessary, the following must be ensured:

1. No work is done at height if it is safe and reasonably practicable to do it not at height;
2. The prevailing weather conditions do not compromise health and safety;
3. All staff involved in the work are competent, or, if being trained, are supervised by a competent person;
4. The place where work is done at height is safe (for example, there must be no overhead obstructions);
5. Ladders are checked before use and duly recorded as such.

3.10.2. Access Equipment

All access equipment must be checked to ensure that it is:

1. Suitable for task at hand (ladders and stepladders must be of class 1 industrial or EN131 standards);
2. Stable and secure (for example ladders tied to the supporting structure, and the use of 'ladder stoppers' to prevent feet sinking and or slipping on soft ground).

3.10.3. Environment

Precautions must be taken to prevent injury to any person who may be in, or pass, the area beneath the work at height. The person working at height must ensure:

1. That, as far as is reasonably practicable, there is no risk of anything falling (to prevent injury);
2. That nothing is thrown or tipped from height if it is likely to injure anyone;
3. The area where work at height is being carried out is cordoned off to prevent unauthorised access, especially in student and public areas (ideally work at height will be undertaken out of term time);

3.10.4. Ladders

The following rules apply for the use of ladders and stepladders:

1. All Ladders have been given an identification number to ensure the integrity of the checking regime;
2. Ladders and stepladders will only be used for short periods of time, and any work carried out will be of light duties;
3. The four-to-one rule on ladders will be strictly adhered to (the point of rest should be four times the distance between the vertical plane and the foot of ladder), to give the ladder an angle of 75 degrees from horizontal;
4. All ladders and stepladders will be carefully stored and periodically inspected to ensure their continued integrity and safety. Ladders must not be stored in such a way that they could become damaged;
5. **Only maintenance staff** are permitted to use ladders.
6. All equipment must be thoroughly checked to ensure it is not damaged, before being erected in accordance with instructions. The following issues need to be considered:
 - 6.1. Can the job be done in a safer way (e.g. would it be more appropriate to use a scaffold tower, hydraulic platform, etc.)?
 - 6.2. Before work, check that the (step)ladder is in good condition: check the rungs are not damaged, buckled or warped, that no rungs are cracked or missing, and the safety feet are in place. Do not use if there is grease or mud on the rungs;
 - 6.3. Ensure a good, firm, non-slippery, level base;
 - 6.4. Place the ladder at the correct angle; about 75° or 1 unit out for every 4 up;

- 6.5. Rest the top of the ladder against something solid;
- 6.6. Always secure ladders by lashing at the top, staking or weighting the bottom, or using a securing device;
- 6.7. Footing the ladder should only be done if there is no risk of falling materials, and the ladder is less than 6m long. The person footing the ladder should face the ladder with a hand on each stile and one foot resting on the bottom rung;
- 6.8. Ladders should not lean laterally, and the user should not over stretch;
- 6.9. For access to a higher-level fixed surface, the ladder must rise at least 1.05m above the landing to give a proper hand hold;
- 6.10. Both hands should be used for climbing the ladder, wherever practicable (for example use a tool belt instead of carrying tools by hand);
- 6.11. Never stand on the top three rungs of a ladder;
- 6.12. Be aware of overhead cables or wires;
- 6.13. Protect those below by using warning signs or barriers, which should also be used if there is a danger of the ladder being struck by things such as vehicles or doors (etc);
- 6.14. Only one person at a time should stand on the ladder;
- 6.15. Never support boards on the rungs;
- 6.16. Never support a ladder on a rung;
- 6.17. Whenever carrying a ladder, turn carefully to avoid hitting people.

Specific guidance for the use of stepladders is as follows:

1. These are designed to be stood on only. No side-loading is permitted;
2. Avoid over-reaching. If you can't reach, ask for help;
3. Do not work from the top platform;
4. Check for damage before use. Do not use if the rungs are damaged or covered in any substance that makes them slippery;
5. Use stepladders on a firm, level base;
6. Always keep a secure grip;
7. Never have more than one person on the step ladder at any one time;
8. Step ladders need to be stored correctly and in such a manner that they cannot fall from their location or become damaged.

3.10.5 Tower Scaffolds

Tower scaffolds are only to be used by trained and authorised personnel to the set system of work;

Guard rails and toe boards for tower scaffolds should be:

1. Provided whenever someone could fall 2 metres or more;
2. Made from a material that is strong enough to prevent people from falling;
3. Able to withstand other loads (such as brick guards).
4. Fixed to the structure, or part of the structure capable of supporting them.

The tower scaffold should have:

1. A main guardrail at least 910mm above any edge from which a person is liable to fall;
2. A toe board at least 150mm high;
3. Enough intermediary guard rails so that any unprotected gaps do not exceed 470mm.

If there is a risk of falling through openings or fragile material, an alternative to guard-rails should be in place to cover the opening or material. Any covering should be strong enough to withstand any load placed on it, including a person. The covering should be fixed in position to prevent accidental dislodgment, and marked with a warning (e.g. 'hole below-do not remove').

3.10.6. Safe Working Platforms

All working platforms at TGS need to be safe. Safe working platforms should be:

1. Wide enough to allow people to pass back and forth safely;
2. Wide enough to use any equipment/material safely;
3. Free of openings and traps through which people's feet could pass through;
4. Free of anything which could cause them to trip, fall or be injured in any way;
5. Constructed to prevent materials from falling from/through them.

3.10.7. Fragile Surfaces

TGS is aware of the presence of fragile roofs on storage sheds. Staff must ensure that no one working under the control of themselves or TGS, goes onto or near a fragile surface unless that is the only reasonably practicable way for the worker to carry out their work safely.

If anyone does work on or near a fragile surface TGS and its employees/staff must:

1. Ensure that anyone working under their control is made aware of the danger;
2. Ensure (as far as it is reasonably practicable to do so) that suitable platforms coverings and the like are provided to minimise the risk of falling;
3. Do all that is reasonably practicable, if the risk of a fall remains, to minimise the distance and effect of a fall;

3.10.8 Obstructions and Overhead Hazards

There are many possible types of obstructions and overhead hazards, which may be man-made or natural (e.g. building features such as pillars, beams, and pipes, or trees).

Significant obstructions may hinder movement, or prevent access equipment getting appropriately close to its required position.

Obstructions may lead to a restricted working space, which can cause injury either directly (e.g. a banged head) or indirectly (e.g. from poor manual handling techniques).

When working at height, some obstructions introduce special hazards that were previously beyond normal reach, such as electrical power cables or pipes carrying hot water or gas.

An injury from an obstacle or overhead hazard (or any other cause) whilst working at height may have serious further consequences (a fall may prove more harmful than the original incident).

3.10.9. Other Information

TGS has Ladder checklists, and the Work at Height Assessment Templates, to be completed as appropriate.

3.11. Maintenance and Grounds Maintenance

All maintenance and gardening activities carry a degree of risk. This risk is increased significantly if persons undertaking such work are inexperienced and/or untrained. Therefore, only competent persons are permitted to undertake maintenance tasks. TGS uses both an inhouse maintenance team and competent contractors. Extra care and attention is required by anyone undertaking maintenance work, as working conditions may not be normal or adverse (for example due to heavy rain or snow).

The General Safety Requirements are as follows:

1. The correct tool for the job should always be used, and be in good working condition with all safety devices working correctly (see the Work Equipment Policy). Unsuitable tools should not be used;
2. When using access equipment, ensure that it is suitable for the job, in good order, and that you have been trained in its safe use (see Work at Height policy);
3. When required, obtain a 'permit to work' before carrying out the task. For example employees will need a permit to work when working in confined or restricted spaces, or fragile roofs;
4. Work will be planned before starting, and considerations made of others who may be affected by the work being undertaken (particularly students, visitors and other staff members);
5. PPE must be used when required;
6. Recognise that not all hazards can be engineered out, and observe any hazards which remain;
7. Electrical work must only be undertaken by a contractor or competent person. During electrical work, all services must be isolated where necessary;
8. Weather conditions must be considered where appropriate (e.g. before any work is done outside);
9. Infection Control issues must be recognised.

3.12. The School Grounds

The external environments at the School contain some similar features, but some may be different to a person's normal working environment. Signage around the premises is kept to a

minimum, and persons are expected, and encouraged, to respect the natural environment. The common external areas are:

1. **Means of access.** So far as reasonably practicable, there must be safe access to all TGS property, and any damage caused by the weather will be actively monitored;
2. **Paved pathways.** Paved pathways must be well constructed and maintained, and staff need to be vigilant against damage or misuse;
3. **Unpaved pathways.** These are part of the natural habitat of the school/pavilion and can never be considered slip or trip free, however TGS will endeavour to remove major obstacles (e.g. tree roots) that are present on the path or in the immediate vicinity (one metre from the path, so to allow for persons who do not stick to the pathways);
4. **Play areas.** Several play/open areas are provided for use by the students. They are 'formally' inspected monthly by the maintenance team, and daily by staff;
5. **External Steps.** External steps are constructed to be fit for purpose, and are checked at changeover. TGS is mindful of any damage caused by weather, and the potential increased risk of slip in wet weather. All changes in level are well lit and obvious;
6. **The Pond.** The pond is fenced off and pupils must only use the pond under supervision;
7. **Windows.** Windows are restricted so that students (and others) cannot fall or gain unauthorised access to roofs;
8. **Trees.** A Tree Survey has been undertaken and the results are being managed;

Persons working in external environments must be aware of how the weather can affect their health and safety. For staff that work externally on a routine basis (i.e. the Maintenance Team), suitable clothing/protection is provided (for example coats during wet weather, fleeces during cold weather, and sun cream during sunny weather).

3.13. Office Safety

Whilst office-based activities are generally considered 'low-risk', there are still opportunities for risk reduction. The main areas of concern are:

1. Posture whilst sitting or performing sedentary activities;
2. Manual handling;
3. Lone working;
4. The use of Display Screen Equipment (DSE), for example computer monitors and terminals;
5. Slips, trips and falls;
6. Electrical and Gas Safety.

Sufficient levels of heating, lighting, and ventilation must be ensured within the office areas. Tripping hazards from cables, files and other items must be kept under control. Employees must ensure that all equipment and materials are stored correctly around their work station, so that items are stable and will not fall from their location.

3.13.1. Display Screen Equipment

There are a variety of health and safety issues associated with using DSE, including:

1. 'Musculo-skeletal disorders', i.e. problems with muscles and joints. This includes repetitive strain injury (for example strain to wrists from prolonged periods of using a keyboard);
2. Fatigue and stress;
3. The worsening of existing eye defects;

3.13.1.1 DSE Assessment

TGS's approach to managing risks arising from the use of DSE is deemed appropriate given the number of employees within the company. The DSE Assessment comprises of the following steps:

1. TGS will provide workstation equipment that complies with the minimum requirements of the appropriate Regulations.
2. Information on setting up DSE will be provided during induction training, and is included within this policy (see section 3.13.1.3.);
3. A 'self-assessment' questionnaire will be distributed to new starters, and to all office staff when workstations are substantially altered, as is good practice. A hard copy of each employee's self-assessment(s) will be retained in that employee's personnel file. An assessment form is included & is stored in the Shared Drive, Health and Safety 2017 DSE. In addition, all staff will be assessed each year
4. If problems arise, a further assessment will take place using the RedCat Partnership Ltd;
5. If the further assessment fails to address the problem, external occupational health support will be brought in to carry out a more detailed assessment of the work station.

Any potential hazards that arise from the general risk assessment and workstation assessments will be evaluated by HR and the RedCat Partnership, for elimination or risk reduction measures.

3.13.1.2. Strain of Eyes and the Body

All DSE users must take breaks from using DSE. Often, this will be provided by natural breaks during the work day/shift. However, a user must not work continually at DSE for more than 60 minutes. After 60 minutes of continual DSE use, the employee must take a break of approximately 5 minutes (which can be used to undertake non-DSE related duties). Current work practices should allow for natural breaks, which means that it would be rare for a DSE user to be constantly viewing their screen for over 60 minutes.

Users of laptops or tablets must attempt to set up and use their equipment in a suitable way, and in a suitable location (e.g. using a table and chair rather than on a soft settee). The need to take breaks from laptops and tablets is greater, and users must ensure they take sufficient breaks.

The nature and design of software can have a significant effect on the health of users. For example, reliance on a pointing device (such as a mouse) is not very ergonomic when compared to using shortcut keys on a keyboard. For some purposes, light text against a dark background

can reduce eye strain. TGS will endeavour to develop and implement purpose built software with health and safety factors in mind. The Office Team will be consulted in software development, as much of this is in-house.

Although there is no current evidence that work involving DSE causes long term visual effects (rather, it can highlight existing problems), TGS will offer to refund the cost of eye tests for all employees, upon request, and at appropriate intervals (as specified by the Optician). Appropriate spectacles (or other suitable eyewear) must be worn, as they can reduce the likeliness of any current eye conditions worsening.

DSE Regulations cover 'persons who habitually use display screen equipment as a significant part of their normal work'. Such users may include those people who:

1. Use a display screen daily, and continuously for an hour or more;
2. Depend on DSE to do their job.

Under the above regulations, TGS must provide DSE users with an appropriate eye test. Further details can be found in the Staff Handbook

3.13.1.3. Setting Up DSE

The office spaces and their associated equipment (the work stations) must be safe and not cause harm to the users' health. It is important that the workstations are set up to fit the user, and that they are comfortable. This may involve some adjustment of equipment each time that equipment is used by a different member of staff. With respect to the setup of work stations the following guidelines should be adhered to:

1. The screen must be clear and readable, without flicker;
2. Employees must ensure that they are familiar with the screen's controls (brightness and contrast should be adjusted to the user's comfort to prevent eye strain);
3. The screen should be free from glare and reflections. If either is present, measures must be taken to remove them (for example the screen can be moved or tilted, the desk relocated, lightbulbs changed, or blinds fitted);
4. The level of lighting should be adequate for the tasks required;
5. The position of the keyboard must allow the user to work comfortably with adequate room so that wrists are free from tension and supported if necessary (wrists should be flat at all times);
6. The screen and keyboard must be free from dirt and dust;
7. Employees must ensure that the chair height is adjusted so that their thighs are horizontal, and that feet are flat on the floor (if chairs adjustments can't satisfy this, then a foot rest should be used);
8. The chair's back must be adjusted to provide adequate support for the lower back;
9. The screen and keyboard should be straight in front of the user, with all necessary items close to hand (to avoid unnecessary stretching and awkward movements);

10. There should be space under the desk for free movement, and trailing cables should be secured;
11. If data is being inputted from a hard copy, document holder at the same height as the screen should be used;

There is a diagram showing good DSE set up on the DSE assessment template.

3.14. Legionella

TGS will follow the HSE's Approved code of Practice L8, alongside BS8580:2010, in the control of this bacterial hazard in the relevant water systems. As always, TGS aims for a sensible standard of control.

Water systems and places at risk of Legionella contamination include:

1. Showers used by students and staff;
2. Anywhere that can create a spray of water, for example the taps in the Science Laboratories.

3.14.1. Responsibilities and Arrangements

TGS will undertake a Risk Assessment of the Showers and Laboratories.

When individual members of staff implement control measures, or carry out monitoring activities, as instructed, they are to report any significant problems or non-conformances. Clear guidance of what to be aware of and reported will be given.

3.14.2. Monitoring

Controlling water temperature is one of the main measures used to control the risk of a Legionella contamination, so monitoring water temperatures in 'at-risk' systems will be a principal activity.

The Health and Safety consultant(s) may take microbiological samples of water for laboratory analysis. This will normally only be required if there is a question over the efficiency of controls, or it is suspected that a problem exists with the system.

3.14.3. Controls

For most hot- and cold-water systems, the most reliable way of ensuring the risk is controlled is to control the temperature of the water (according to the HSE guidance). The Legionella bacterium is present in our water naturally. It only becomes an issue when the water stagnates, there is food for the bacterium (in the form of scale), and the temperature is warm enough for the bacterium to multiply.

Legionella thrives at temperatures between 20°C and 50°C. Therefore, if the property's cold- water supply below 20°C (which it will be if it is direct from the mains, or not stored adjacent to the hot water supply or in a hot location), and the hot-water is above 50°C, then the risk of

contamination is at a minimum. Hot temperatures do kill the bacteria, but at this temperature there is an issue with scalding for vulnerable groups.

3.14.4. Other things to Consider

1. The cold-water storage tanks should have well fitted lids, to keep dirt (food for the bacteria) out of the water;
2. Tanks should be checked for cracks, corrosion, rust or sediment. If any are present, the tank will be drained and cleaned;
3. Lagging must be present on all hot-water pipes to ensure that hot water remains hot, and cold water in any nearby pipes remains cold. Lagging should be checked to ensure its integrity;
4. Shower heads will be kept free from scale (the Cleaning Team are to descale shower heads monthly);
5. The water system in the Science Department will be flushed weekly during term time, as there is no way of checking that water has not stagnated in the pipework or tank in this Department; spray could emanate from the lab taps.

3.15 Medication

TGS expects parents to keep their children at home if acutely unwell or infectious.

TGS wishes to ensure that pupils who need to take medication receive appropriate care and support at school. The Head will accept responsibility, in principle, for members of the school staff who give or supervise pupils taking prescribed medication during the school day, **where those members of staff have volunteered to do so.**

The following outlines TGS's policies regarding medication. This policy must be always be adhered to:

1. Parents are responsible for providing the School with comprehensive information regarding the pupil's condition and medication.
2. Prescribed medication will not be accepted in school without complete written and signed instructions from the parent.
3. If a child arrives at school with medication and no written instructions or authorisation, a telephone authorisation will be accepted for one day only.
4. Staff will not give a non-prescribed medicine to a child unless there is specific prior written permission from the parents.
5. Only reasonable quantities of medication should be supplied to the school (for example, a maximum of four weeks supply at any one time).
6. Each item of medication supplied to the school must be delivered to the Head or Authorised Person, by the parent (in normal circumstances), **in a secure and labelled container as originally dispensed.** Each item of medication must be clearly labelled with the:

- 6.1. Pupil's name;
- 6.2. Name of the medication;
- 6.3. Dosage;
- 6.4. Time and frequency of administration;
- 6.5. Storage requirements (if necessary);
- 6.6. Expiry date.
7. The school will not accept items of medication in unlabelled containers.
8. Medication will be kept in a secure place, out of the reach of pupils. Unless otherwise indicated, all medication to be administered in school will be kept in a locked medicine cabinet.
9. The school will keep records of any medication taken by pupils. The record for each pupil will be made available for that pupil's parents.
10. If a pupil refuses to take medicines, staff will not force them to do so, and will inform the parents of the refusal, as a matter of urgency, on the same day. If a refusal to take medicines results in an emergency, the school's emergency procedures will be followed.
11. It is the responsibility of parents to notify the school, in writing, if the pupil's need for medication has changed or ceased.
12. It is the parents' responsibility to renew the medication when supplies are running low, and to ensure that the medication supplied is within its expiry date.
13. The school will not make changes to dosages as recorded on the medication.
14. School staff will not dispose of medicines. Medicines, which are in use and in date, should be collected by the parent at the end of each term. Medicines that are no longer required for treatment, or have expired, will be returned immediately to the parent for transfer to a community pharmacist for safe disposal.
15. For each pupil with long-term or complex medication needs, the Head will ensure that a Health Care Plan is drawn up, in conjunction with the appropriate health professionals. The school recognises that not all children with medical needs require an individual plan. An individual agreement with parents may be all that is necessary.
16. Where it is appropriate to do so, pupils will be encouraged to administer their own medication, if necessary under staff supervision. Parents will be asked to confirm in writing if they wish their child to carry their medication with them in school.
17. Staff who volunteer to assist in the administration of medication will receive appropriate training and/or guidance.
18. The school will make every effort to continue the administration of medication to a pupil whilst on trips away from the school premises, even if additional arrangements might be required. However, there may be occasions when it may not be possible to include a pupil on a school trip if appropriate supervision cannot be guaranteed.
19. All staff will be made aware of the procedures to be followed in the event of an emergency.
20. The school will implement a management system for effective information sharing within the school and with healthcare professionals, maintaining confidentiality as appropriate.

21. The school will report any medication errors and incidents (including overdosing, giving the wrong amount, administering the wrong medication, or failing to administer medication when it was required etc).
22. A child under 16 should never be given a medicine which contains aspirin, unless prescribed by a doctor.
23. Inhalers for asthmatics will be kept in the classroom or with the child. This follows the recommendations from Asthma UK, but the school acknowledges that it will not be possible to keep an accurate record of administration. Parents and carers are encouraged to provide an extra inhaler for safe keeping in the school's office (which can easily be obtained without charge by prescription). It is the responsibility of the parent/carer to ensure that their child has an in-date reliever inhaler in school. If it is known that this is not the case, the school will endeavour to contact the parent/carer to request immediate provision of such.
24. The school may hold emergency inhalers and spacers for use by children who have been diagnosed with asthma, and for whom the school holds written parental consent for such use. The office staff are to ensure that emergency inhalers are working, in date and are cleaned after each use.
25. A register of children with asthma will be kept in the office and staff room to enable staff to quickly respond to an asthma attack.
26. At the start of the school year, parents or carers of asthmatic children will be required to complete a relevant information form outlining their child's current asthmatic status.
27. Parents must complete a consent form for their child to carry their own medication.
28. The school reserves the right to withdraw a child from an off-site visit if the correct medication is unavailable.
29. When administering medication, staff should check the pupil's name, the written instructions provided by parents or carers, and the medication's prescribed dose and expiry date.
30. Staff should check that all children who are due to receive medication have received their medication.
31. In all situations, the child's safety is paramount and First Aid Staff may make emergency decisions to protect a child as they deem necessary. The actions of the first aiders will be reported to the Head and parent as soon as safely possible.
32. For Pupils with allergies, including food allergies, a parental letter is required giving full details of their allergy (including its severity, symptoms etc). This information will be shared with all relevant staff, including Kitchen Staff. It is the Parents' duty to keep the school up to date with this information.
33. Adrenaline injectors are a prescribed medication, and their use must follow this policy.

3.16 Use of Work Equipment

The term 'work equipment' refers to the entire range of equipment, tools, and machines (both hand and powered) used by anyone during their time at the School. Examples of work equipment include hand tools, electric drills, computers and cars. Work equipment also includes health & safety equipment such as ventilation equipment in the laboratories, and offices/ workstation equipment. Work equipment does not include PPE.

The following general precautions must be followed by all members of the School:

1. Work equipment must only be used for the purpose(s) and manner intended;
2. Equipment must be suitable for the environment in which it is to be used;
3. Do not abuse equipment, or modify equipment without authorisation;
4. Equipment must be well maintained, and any damaged equipment must not be used;
5. Safety measures (e.g. procedures and safety devices) must always be followed and / or in place, before work commences;
6. Do not remove, disable or by-pass safety measures;
7. Information and instructions will be available and must be followed;
8. Only use the equipment if trained and deemed competent to do so. This authorisation may be in writing;
9. Specific Departmental Risk Assessments are in place and must be followed;
10. Authorisation matrices are being developed for the 'higher-risk' items of equipment (which are mostly used by the Maintenance Team);
11. PPE must be worn where specified;
12. Ensure clothing, jewellery and long hair are controlled so that they do not increase risks;
13. Maintenance operations may require additional or different safety measures. Any such operations are only permitted to be undertaken by competent persons;
14. Know what to do if abnormal situations arise (e.g. during an emergency, or jam / stoppage of equipment);
15. **If in doubt, ask for help.**

3.16.1. Purchasing and First Use of Work Equipment

Most work equipment is safe when purchased, but not all is totally safe at point of supply. Work equipment should meet the 'essential requirements' for safety. New and refurbished second-hand equipment supplied from the European Union should be CE-marked. Although this should guarantee safety, it is not always the case, as it is the Supplier's assertion of safety, and is often not confirmed by an independent body. It is important to check equipment before its first use (and indeed before every use).

It is up to staff to ensure equipment is suitable and safe with respect to safety measures, such as guards being in place and the way the equipment is used. The equipment must be used as intended. In addition, staff will require the necessary information, instruction, training and supervision as required, enabling them to use the equipment safely. Following on from the Risk

Assessment process, authorisation matrices are in place for the 'higher-risk' items of equipment. The Risk Assessment considers the mechanism by which injury could occur whilst the equipment is in use, being cleaned, and when under maintenance.

3.16.2. Suitability

Work equipment must be suitable for the purpose for which it is intended, including the environment in which it will be used. It should only be used in the manner intended and in conditions for which it is suitable.

3.16.3. Maintenance

Work equipment must be maintained in an efficient state, in efficient working order and in good repair, so that it can be used safely. For example, external casings must be intact. Defective equipment must not be used and must be repaired by a competent person before reuse.

3.16.4. Inspection

All equipment is to be inspected prior to use to ensure it can continue to be used correctly. Formal records of inspection of the Maintenance Team's work equipment, and of the ventilation systems in the Workshop are required. Formal inspection of Science Department ventilation and gas systems are required. Inspections will need to be repeated periodically, or after exceptional circumstances (such as accidental damage etc). Ladders and scaffolding have their own inspection checklist.

3.16.5. Risk Assessment

Risk Assessments are in place for the school's equipment. The assessments cover use, cleaning and maintenance. Where appropriate for training and information purposes, these risk assessments will be laminated and displayed near to where the equipment is used (or stored if it is portable). Risk Assessments are kept in Departmental Health and Safety Folders.

3.16.6. Information and Instruction

All persons using equipment or performing certain tasks, such as maintenance or repair, will be provided with adequate information on its use, cleaning and maintenance using the Risk Assessments. If provided with the equipment, written instructions will be kept as reference.

3.16.7. Dangerous Parts of Equipment

It must be ensured that staff and students cannot gain access to the dangerous parts of the equipment during use. PPE is supplementary to such measures, not a substitute. All guards and protection devices must:

1. Be suitable for the purpose for which they are provided;
2. Be of good construction, sound material, and adequate strength;
3. Be maintained in an efficient state, in efficient working order, and in good repair;
4. Not give rise to any increased risk to health and safety;
5. Not be easily by-passed or disabled;

6. Be situated at a sufficient distance from the danger zone;
7. Not unduly restrict the view of the operating cycle of the machinery, where such a view is necessary;
8. Be constructed and installed so that:
 - 8.1. Necessary parts can be fitted and replaced,
 - 8.2. Any necessary maintenance work can be carried out,
 - 8.3. Access is restricted other than to the area where work is to be carried out,
 - 8.4. It does not have to be dismantled for any reason (if possible),
9. Be in place, be effective and be used.

3.16.8. Protection Against Specific Hazards

Suitable measures must be taken against specified hazards (these will be identified on the Risk Assessments), including measures to prevent:

1. Falling or ejected articles or substances;
2. Rupture or disintegration of parts;
3. Outbreak of fire or overheating;
4. Unintended or premature discharge of gas, dust, liquid, vapour or other substance or article;
5. Unintended or premature explosion of the work equipment, or any article or substance used or stored in it.

Protection against the hot parts of equipment must also be provided. All equipment, especially portable equipment, must be stable in its use (for example clamped in place if necessary).

3.16.9. Operational Controls

Suitable controls will be provided for starting equipment, or making significant changes (such as changing speed, etc.). Controls will be:

1. Positioned in a suitable location;
2. Suitable for the user (including use whilst wearing PPE);
3. Designed to prevent accidental operation (e.g. by the shrouding of buttons).

Starting equipment should require a positive command, and operations should not normally start again automatically after stopping (unless this is a design feature of process operations **and** is safe).

Hold to run controls must stop when released (for example on the trimmers). All equipment, if faulty should be fail-safe.

Controls must not be interfered with, altered or adjusted. Staff using the equipment must understand the use of each piece of equipment.

3.16.10. Maintenance Operations

Employees must make a visual check of the work equipment before its use, and notify the Health and Safety Officer(s) and the Heads of Department of any faults. All faults will be recorded.

Maintenance operations should normally take place when equipment is shut down (and power is switched off and disconnected). Where this is not possible, the maintenance operations should involve measures to protect employees. Maintenance is only to be undertaken by competent persons.

3.16.11. Markings and Warnings

Clearly visible markings & warnings will be provided where necessary for health & safety – these can include approved safety signs and similar markings such as “safe working load” (SWL) but could also include marks on dials etc. indicating maximum or minimum values, or audible alarms etc.

3.17. Noise

TGS acknowledges that there is a potential hazard in the amount of sound that enters employee’s ear(s). Hearing damage can arise from the volume of noise, and the duration of exposure to the noise. Such damage can be permanent. Generally, if employees have to shout to be heard by someone two metres away (or closer), or if their ears are ringing after leaving work, then the noise levels they are exposed to need will be assessed. Assessment will be needed if an employee is in the workplace for over half a day, and that workplace is noisy (for example on a busy street, or in the vicinity of vacuum cleaning or noisy power tools).

3.17.1. The Effects of Noise

It is noted that hearing naturally decreases with age, and the damage from work related exposure often becomes more apparent with age (causing complaints about the television being too loud, not being able to keep up with conversations in a group, or sounds becoming muffled).

Tinnitus (ringing, whistling, buzzing or humming in the ears) can also occur, and can lead to disturbed sleep and can interfere with communication. TGS does not wish to accelerate this hearing loss because of excessive noise at work.

3.17.2. Legal Duties

The Control of Noise at Work Regulations 2005 requires an assessment to be made if a certain level or duration of noise (a ‘trigger’) is likely to happen. This will be undertaken for the activities most likely to cause problems, for example Maintenance or Gardening activities, but also for Drama and Music lessons.

There are two ‘Trigger Levels’, given by regulations:

1. The lower exposure action level of **80dB(A)** (which can be averaged over the working day or working week) or a peak of **135dB(C)** during the day. At this level, employees can ask to be provided with hearing protection (either hearing defenders or ear plugs). For TGS employees, hearing protection **is always made available**. Information must also be provided to employees on the level of risk, which could be described as ‘amber’.

- The upper exposure action level is **85 dB(A)** (again averaged over the working day or week) or a peak of **137dB(A)**. At these levels hearing protection **must** be provided, and **must** be worn correctly. No employee is exposed to such levels.

Noise is measured in decibels (dB). An 'A-weighting', sometimes written as 'dB(A)', is used by sound level meters to impersonate how the human ear receives noise. 'C-weighting', or 'dB(C)', is used to measure peak, impact, or explosive noises. Employees might just notice a 3dB change in noise level, because of the way human ears work. Yet every 3 dB doubles the noise, so what might seem like small differences in numbers can be quite significant. Figure 1, below, gives examples of typical dB(A) readings:

3.17.3. The Risk Assessment Process;

As mentioned, TGS have assessed noise exposure by;

- Identifying those persons at risk from hearing damage;
- Measuring/determined the daily / weekly average noise exposure.

The Risk Assessment will be regularly reviewed, including the health surveillance questionnaires as appropriate.

The Maintenance Team, who may be exposed to high levels of noise, do not generally work more than 5 days per week. The activities that have the potential to cause hearing damage are varied throughout the working day and week.

For other school activities, the duration of exposure is likely to be of short, and therefore below the action level.

3.17.4. Action Required / Controlling Exposure

TGS acknowledges the need to keep risks as low as possible, so the following precautions have been put in place throughout the organisation:

- The selection and purchase/lease of appropriate equipment will be done so that new equipment will have the lowest acoustic rating practicable;

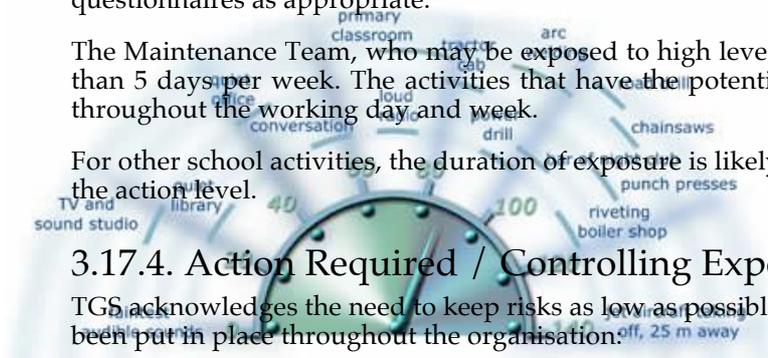


Figure 1: Typical dB(A) readings

2. Equipment (particularly grass cutters, drills, etc.) must be operated correctly, and maintained to ensure that they are fit for purpose;
3. Induction and ongoing training and supervision must be in place to cover correct working procedures (e.g. work scheduling, etc);
4. Maintenance issues must be dealt with by the maintenance team, or by external competent persons;
5. Staff are discouraged from having the radio on in the background when 'noisy activities' are taking place, and to ensure periods of quiet throughout the day;
6. Health surveillance questionnaires will be completed by the most vulnerable staff. The aim of the questionnaire is to alert TGS of employees who may be suffering from early stages of hearing damage, and to ensure that necessary steps have been / will be taken to prevent further damage;
7. Should anyone experience any problems, they are to contact the Health and Safety Officer(s);
8. Hearing protection is readily available to vulnerable staff, and will be maintained in accordance with the PPE Policy.

3.18. Hand Arm Vibration (HAV)

HAV is vibration that reaches employees hands when they are working with hand-held power tools or hand-guided machinery, or when they are holding materials that are being processed by machinery (mostly applicable to the Maintenance and Kitchen Departments). Similarly to noise, the duration of exposure is also important. Vibration is again measured over an 8-hour working day.

3.18.1. Health Effects of HAV

HAV can cause a range of conditions, collectively known as hand-arm vibration syndrome (HAVS), as well as specific diseases such as carpal tunnel syndrome.

Early symptoms of HAV include:

1. Tingling and numbness (pins and needles) in the fingers;
2. Numbness or pain in the fingers (not being able to feel things properly);
3. Loss of strength in the fingers;
4. Stiffness and difficulty when handling small items;
5. Fingers going white (blanching) and becoming red and painful on recovery (particularly in the cold and wet, and probably only in the tips at first);

For some people, symptoms may appear quickly, but for others they may take a few years. They are likely to get worse with continued exposure to vibration, and may become permanent.

Effects of HAV symptoms include:

1. Pain, distress and sleep disturbance;

2. Inability to handle small items;
3. Reduced ability to work in cold or damp conditions (e.g. most outdoor work);
4. Reduced grip strength, which could affect the ability to do work safely;
5. Injuries and/or damage to:
 - 5.1. The blood circulatory system (vibration white finger (VWF)),
 - 5.2. Sensory nerves,
 - 5.3. Muscles,
 - 5.4. Bones,
 - 5.5. Joints

These effects can be permanent.

3.18.2. Which Jobs and Tools Produce a Risk?

The risk at TGS is minimal, as the work is varied and work with vibration-inducing tools/materials are not sustained throughout any one working day or week. However, it is vital that staff are aware of the requirements to reduce vibration to the lowest practicable level.

Jobs which pose a risk of HAV include:

1. Building and maintenance of hard surfaces,
2. Construction,
3. Estate management and tree work.

Tools which pose a risk of HAV include chainsaws, cut-off saws, hammer drills, hand-held grinders, powered lawn mowers, power hammers, power chisels, strimmers, brush cutters, jigsaws and pedestal grinders.

3.18.3. Legal duties

The Control of Vibration at Work Regulations (2005) requires employers to:

1. Assess the risk that vibration poses to employees;
2. Decide if employees are likely to be exposed above the daily exposure action value (EAV)
3. Decide if they are to introduce a programme of controls to eliminate risk, or reduce exposure to a level that is as low as is reasonably practicable;
4. Provide health surveillance (regular health checks) to employees who continue to be regularly exposed above the EAV, or otherwise continue to be at risk;
5. Decide if employees are likely to be exposed above the daily exposure limit value (ELV);
6. Take immediate action if employees are exposed above the ELV, so that exposure is reduced below the ELV
7. Provide information and training to employees on health risks, and the actions they are taking to control those risks.

3.18.4. Risk Assessments for HAV

As with all risk assessments, the Risk Assessment for HAV will need to be recorded, reviewed and any health surveillance undertaken. The procedure for producing HAV Risk Assessments is as follows:

1. List all equipment that may cause vibration, and the type of work that equipment is used for;
2. Collect information about the equipment from equipment handbooks (to include the equipment's make, model, power, and vibration risks and information);
3. List all employees who use the vibrating equipment, and which jobs they do;
4. Record, as accurately as possible, how long the employees' hands are actually in contact with the equipment while it is vibrating. In some cases, this 'trigger time' may only be a few minutes in several hours of work with the equipment;
5. Find out which equipment produces high levels of vibration. For such equipment, find out any other problems the user may have whilst using it (e.g. its weight, the need for awkward posture during operation, and difficulty in holding and operating);
6. Record the relevant information collected, and the assessment of who is likely to be at risk;
7. Group work activities into categories (is the level of vibration high, medium or low?). Work activities can either be measured using available vibration data, or by measuring estimated exposures.

3.18.4. Controlling Risks

Once the people at risk have been identified, it needs to be decided how the risks can be reduced. Everything within reason will be done to control the risks. Different ways of controlling risks include:

1. Choosing alternative work methods;
2. Choosing different equipment;
3. Implementing a purchasing policy for replacing old equipment and tools;
4. Designing workstations to minimise vibrations through the station;
5. Maintaining equipment effectively (so that the vibration produced is reduced);
6. Implementing work schedules (so that employees are only exposed to high levels of vibration for the minimum amount of time, with large breaks between exposures).

TGS will regularly check that the controls are being carried out by employees. TGS will check regularly with employees that use vibrating equipment to pick up on any vibration problems at an early stage.

3.18.5. Health Surveillance

The purpose of health surveillance is to:

1. Identify anyone exposed, or about to be exposed to HAV who are particularly vulnerable (for example people with blood circulatory diseases);

2. Identify any vibration-related disease at an early stage in employees regularly exposed to HAV;
3. Help prevent disease progression and eventual disability;
4. Help people stay in work;
5. Check the effectiveness of vibration control measures;

Health surveillance will, in the first instance, be carried out in-house by using a questionnaire. Records will be kept of health surveillance, and fitness for work advice for employees.

3.18.6. Information and Training

Employees will be provided with information on:

1. The health effects of HAV via this policy, training, and verbal means;
2. Sources of HAV (equipment and tasks);
3. Whether employees are at risk, and if so whether the risk is high (above the ELV), medium (above the EAV) or low. TGS employees are, and should always be, at a low risk;
4. The risk factors (levels of vibration, daily exposure duration, regularity of exposure);
5. How to recognise and report symptoms;
6. The need for health surveillance and how health surveillance can help them remain fit for work;
7. How the company plans to provide health surveillance;
8. How TGS plans to use the results of health surveillance, and the confidentiality of the results;
9. Ways to minimise the risk (it is TGS policy to always reduce the risk of HAV).

3.19. Off Site Trips and Educational Visits

These procedures detail the steps that are to be followed when planning educational visits. They are split into three sections, covering overseas visits, UK residential visits and UK non-residential visits. The timescales specified are to be taken as the **minimum** required. It is accepted that some visits may arise at short notice but these should be the exception. The procedures must still be followed in such cases, even if some actions have to be combined. Risk Assessments must be signed off by the Head, and an up to date assessment stored on the Shared Drive in the Health and Safety 2017 Folder

3.19.1 OVERSEAS VISITS

At Least Twelve Months in Advance

- Seek assurances that suitability checks have been carried out for any staff of another organisation taking responsibility for the school's pupils on a site other than the school

- Discuss preliminary plan, including purpose, location, transport, hotels, activities, itinerary, number and age of participants with the relevant staff.
- Calculate the staff to pupil ratio as required by the current school policy
- Prepare a draft itinerary
- Decide mode of transport for all legs of the journey.
- Prepare fully inclusive costs for the visit, including an appropriate contingency for delays and emergencies (the costs of the accompanying staff must be included).
- Check that the provider of adventurous activities is licensed and the individual instructors possess a recognised qualification from a national body, such as the Adventure Activities Licensing Authority.
- Obtain a clear statement from the centre about their responsibilities for the safety of the pupils before making any commitment. Ask for copies of their Risk Assessments & Insurance
- Prepare the risk assessment
- *Check the school's insurance cover if the visit involves hazardous activities*
- Find other members of staff who are willing to participate in the trip, bearing in mind the need to have both male and female teaching staff when both sexes participate in a visit. It is desirable to have at least one member of staff who speaks the language of the country to be visited. We do not usually encourage parents to accompany school visits.
- *If parent volunteers participate, arrange for any volunteers participating in the trip who may have unsupervised responsibility for children to obtain an enhanced DBS disclosure. The School Business Manager will make the necessary arrangements.*
- *Check that the tour company/airline is ATOL/ABTA bonded to provide cover in the event of the bankruptcy of the provider.*
- *Carry out a reconnaissance visit if the location is not one that the school has visited before. (If a reconnaissance visit is impossible, a reference from another school that has visited the site may suffice).*
- *Establish the minimum and maximum numbers for the visit to be viable (bearing in mind that the costs of the accompanying staff will be divided amongst the participants).*
- *Ascertain the medical and visa requirements*
- *Establish when the deposits are required by tour operators/airlines/activity centre etc., and ensure that the size of the deposit requested from parents is sufficient to cover these costs (including the costs of deposits for accompanying staff).*
- *Depending upon the destination, check with the Travel Advice Unit of the Foreign and Commonwealth Office.*
- Prepare a written case, to be counter-signed by the School Business Manager, seeking the Head's approval.

After Permission is Granted (At Least Ten Months in Advance)

- Write a *preliminary* letter to send to parents and guardians of the target age group, outlining the purpose of the trip, *the programme and the expected maximum cost*. Ask for *expressions of interest*, together with a *deposit or full payment as appropriate by a specific date*. Mention that *parents will be invited to a briefing meeting within six weeks of departure*. Explain any restrictions on numbers.
- Brief the pupils about the visit, its dates and purpose.
- Discuss with the Head and DSL any concerns about special arrangements that may be required for handling any specific pastoral, medical or SEN issues.
- Collect deposits/ payments and arrange with the Accounts Secretary to set up a unique identifier in the school accounts for the trip.
- Arrange for the SBM to pay *deposits or full costs for hotels, flights, activity centre etc.*
- On exchanges, assign pupils to host families. Encourage an exchange of letters/ emails/ photographs etc.

At least Three Months in Advance

- *Finalise the costs with travel company, etc.*
- *Insist that all coaches are fitted with seat belts. (This may not be possible in every country).*
- *Work out the cost for parents (including contingency to cover delays, etc.).*
- *Inform parents of the medical and visa requirements, including E111 card if appropriate. Advise parents of non-British passport holders that they are responsible for ascertaining the visa requirements of the country to be visited.*
- *Collect any balance due from parents*
- *Arrange for the SBM to pay the balance to the airline, hotel, travel company etc.*
- *Brief and prepare the pupils in advance.*
- *Ensure that they are given plenty of advance notice if they need special equipment (e.g. for skiing).*

Six Weeks in Advance

- *Give the School Business Manager details of requirements for foreign currency/pre-paid foreign currency card. Agree collection arrangements.*
- *Arrange meeting with parents to brief them on all aspects of the trip, including:*
 - *The itinerary, including the meeting and collection points.*
 - *Contact details for the hotels/hostels/ names and addresses of the host families.*
 - *The number of the school mobile phone issued to the Group Leader.*
 - *The money, kit and equipment that the pupils need.*
 - *The dress code of the country if applicable.*
 - *The medical and visa requirements including E111 card if appropriate.*

- *The expected standards of behaviour, and the potential risks of irresponsible behaviour and the ground rules for behaviour in host families' houses.*
- *The ground rules on consumption of alcohol, tobacco and illegal substances.*
- *Remind parents that those pupils who ignore or flout the behaviour code risk being sent home at their parents' expense. Pupils remain subject to school rules throughout the visit.*
- *Arrangements for handling illness and accidents, and arrangements for informing parents in such circumstances.*
- *Arrangements for communicating with parents in the event that the return is delayed.*
- *The need to notify the school in the event of contact with an infectious disease within four weeks of travelling.*
- *The reasons why a completed consent form is essential.*
- *The need for a copy of each pupil's passport.*
- Send all parents a copy of the consent form with specified return date.
- Brief pupils on expectations of standards of behaviour and cultural differences.
- Book travelling first aid kit from the School Office.
- Complete TGS Visit Risk assessment and forward to Head for signature.

Two Weeks in Advance

- Chase parents who have not returned their consent forms. Remind them that their child cannot participate unless the form is received within 3 working days of departure.
- *Obtain photocopies of each pupil's passport. Store passports in school safe*
- *Collect E111 cards (if appropriate) and store in school safe*
- *Check all tickets for accuracy. Store them in the school safe until collection*
- *Collect the foreign currency ordered by the SBM.*
- *Store pre-paid foreign currency card in safe.*
- Meet with the other members of staff to discuss the itinerary, the risk assessment, the respective roles of the Group Leader and other accompanying staff, and emergency procedures.
- Ensure Deputy Head has full details of all staff involved in the visit for cover purposes
- Prepare packs for the School Office and for each member of staff, that contain the following information:
 - *The itinerary (including address, phone numbers etc of all locations where the party is staying).*
 - *The Group Leader's mobile number,*
 - *Mobile numbers of all participating staff,*

- A list of pupils, together with copies of their parental contact forms (which includes details of each pupils' medical conditions)
- Emergency contact numbers for the Head / DH / DSL / SBM, as required.
- *The address and contact details of the nearest British Consul.*
- *On exchanges, the names and contact details of the exchange school and the host families that are accommodating each pupil.*
- A copy of the risk assessment.
- Location of local hospital

The Day Prior to Departure/The Day of Departure

- Collect tickets, *pre-paid foreign currency card and foreign currency from the safe.*
- Give trip information packs to designated school recipients and to other staff participants
- *Give each pupil the names, addresses and phone numbers of their accommodation*
- Remind pupils about the rendezvous, dress code, standards of behaviour etc.
- Remind pupils of the potential risks of irresponsible behaviour
- Collect passports and E111 cards from school safe
- Collect travelling first aid kit from the School Office. Check contents.

3.19.2 UK RESIDENTIAL VISITS At Least Six Months in Advance

- Seek assurances that suitability checks have been carried out for any staff of another organisation taking responsibility for the school's pupils on a site other than the school
- Discuss preliminary plan, including purpose, location, transport, hotels, activities, itinerary, number and age of participants with Head.
- Calculate the staff to pupil ratio (see below)
- Prepare a draft itinerary
- Decide mode of transport for all legs of the journey.
- Prepare fully inclusive costs for the visit, including an appropriate contingency for delays and emergencies (the costs of the accompanying staff must be included).
- Check that the provider of adventurous activities is licensed and the individual instructors possess a recognised qualification from a national body, such as the Adventure Activities Licensing Authority.
- Obtain a clear statement from the centre about their responsibilities for the safety of the pupils before making any commitment. Ask for copies of their risk assessments
- Prepare the risk assessment
- *Check the school's insurance cover if the visit involves hazardous activities*

- Find other members of staff who are willing to participate in the trip, bearing in mind the need to have both male and female teaching staff when both sexes participate in a visit. We do not usually encourage parents to accompany residential school visits.
- *If parent volunteers participate, arrange for any volunteers participating in the trip who may have unsupervised responsibility for children to obtain an enhanced DBS disclosure. The SBM will make the necessary arrangements.*
- *Check that the tour company is ATOL/ABTA bonded to provide cover in the event of the bankruptcy of the provider (if applicable).*
- *Carry out a reconnaissance visit if the location is not one that the school has visited before. (If a reconnaissance visit is impossible, a reference from another school that has visited the site may suffice).*
- *Establish the minimum and maximum numbers for the visit to be viable (bearing in mind that the costs of the accompanying staff will be divided amongst the participants).*
- *Establish when the deposits are required by tour operators/activity centre etc., and ensure that the size of the deposit requested from parents is sufficient to cover these costs (including the costs of deposits for accompanying staff).*
- Prepare a written case, to be counter-signed by the SBM, seeking the Head's approval.

After Permission is Granted (At Least Four Months in Advance)

- Write a *preliminary* letter to send to parents and guardians of the target age group, outlining the purpose of the trip, *the programme and the expected maximum cost*. Ask for *expressions of interest*, together with a *deposit or full payment as appropriate by a specific date*. Mention that parents will be invited to a *briefing meeting within six weeks of departure*. Explain any restrictions on numbers.
- Brief the pupils about the visit, its dates and purpose.
- Discuss with the Head and/or DSL any concerns about special arrangements that may be required for handling any specific pastoral, medical or SEN issues.
- Collect deposits/ payments and arrange with the Accounts Secretary to set up a unique identifier in the school accounts for the trip.
- Arrange for the SBM to pay *deposits or full costs for hotels, activity centre etc.*

At least Three Months in Advance

- *Finalise the costs with travel company etc.*
- *Insist that all coaches are fitted with seat belts*
- *Work out the cost for parents (including contingency to cover delays etc).*
- *Collect any balance due from parents*
- *Arrange for the SBM to pay the balance to the hotel, travel company etc.*

- *Brief and prepare the pupils in advance.*
- *Ensure that they are given plenty of advance notice if they need special equipment.*

Six Weeks in Advance

- *Arrange meeting with parents to brief them on all aspects of the trip, including:*
 - *The itinerary, including the meeting and collection points.*
 - *Contact details for the hotels/hostels.*
 - *The number of the school mobile phone issued to the Group Leader.*
 - *The money, kit and equipment that the pupils need.*
 - *The expected standards of behaviour, and the potential risks of irresponsible behaviour and the ground rules for behaviour in host families' houses.*
 - *The ground rules on consumption of alcohol, tobacco and illegal substances.*
 - *Remind parents that those pupils who ignore or flout the behaviour code risk being sent home at their parents' expense. Pupils remain subject to school rules throughout the visit.*
 - *Arrangements for handling illness and accidents, and arrangements for informing parents in such circumstances.*
 - *Arrangements for communicating with parents in the event that the return is delayed.*
 - *The need to notify the school in the event of contact with an infectious disease within four weeks of travelling.*
 - *The reasons why a completed consent form is essential.*
- *Send all parents a copy of the consent form with specified return date.*
- *Brief pupils on expectations of standards of behaviour.*
- *Book travelling first aid kit from the School Office.*
- *Complete TGS Visit Risk assessment and forward to Head.*

Two Weeks in Advance

- *Chase parents who have not returned their consent forms. Remind them that their child cannot participate unless the form is received within 3 working days of departure.*
- *Check all tickets for accuracy, if appropriate. Store them in the school safe until collection*
- *Meet with the other members of staff to discuss the itinerary, the risk assessment, the respective roles of the Group Leader and other accompanying staff, and emergency procedures.*
- *Ensure Deputy Head has full details of all staff involved in the visit for cover purposes*
- *Prepare packs for the School Office and for each member of staff, that contain the following information:*

- ☂ The itinerary (*including address, phone numbers etc of all locations where the party is staying*).
 - ☂ The Group Leader's mobile number,
 - ☂ Mobile numbers of all participating staff,
 - ☂ A list of pupils, together with copies of their parental contact forms (which includes details of each pupils' medical conditions)
 - ☂ Emergency contact numbers for the Head/DH/DSL/SBM, as required.
- A copy of the risk assessment.
 - Location of local hospital

The Day Prior to Departure/The Day of Departure

- Collect tickets, *if applicable, from the safe.*
- Give trip information packs to designated school recipients and to other staff participants
- *Give each pupil the names, addresses and phone numbers of their accommodation*
- Remind pupils about the rendezvous, dress code, standards of behaviour etc.
- Remind pupils of the potential risks of irresponsible behaviour
- Collect travelling first aid kit from the School Office. Check contents.

3.19.3 UK NON-RESIDENTIAL VISITS

At Least Three Months in Advance

- Seek assurances that suitability checks have been carried out for any staff of another organisation taking responsibility for the school's pupils on a site other than the school
- Discuss preliminary plan, including purpose, location, transport, activities, itinerary, number and age of participants with Head.
- Calculate the staff to pupil ratio (see below)
- Prepare a draft itinerary
- Decide mode of transport for all legs of the journey.
- Prepare fully inclusive costs for the visit, including an appropriate contingency for delays and emergencies (the costs of the accompanying staff must be included).
- Check that the provider of adventurous activities is licensed and the individual instructors possess a recognised qualification from a national body, such as the Adventure Activities Licensing Authority.
- Obtain a clear statement from the centre about their responsibilities for the safety of the pupils before making any commitment. Ask for copies of their risk assessments
- Prepare the risk assessment
- *Check the school's insurance cover if the visit involves hazardous activities*
- Find other members of staff who are willing to participate in the trip, bearing in mind the need to have both male and female teaching staff when both sexes participate in a visit.
- *If parent volunteers participate, arrange for any volunteers participating in the trip who may have unsupervised responsibility for children to obtain an enhanced DBS disclosure. The SBM will make the necessary arrangements.*
- *Carry out a reconnaissance visit if the location is not one that the school has visited before. (If a reconnaissance visit is impossible, a reference from another school that has visited the site may suffice).*

- *Establish the minimum and maximum numbers for the visit to be viable (bearing in mind that the costs of the accompanying staff will be divided amongst the participants).*
- *Establish when the deposits are required by tour operators/activity centre etc., and ensure that the size of the deposit requested from parents is sufficient to cover these costs (including the costs of deposits for accompanying staff).*
- Prepare a written case, to be counter-signed by the SBM, seeking the Head's approval.

After Permission is Granted (At Least Two Months in Advance)

- *Write a preliminary letter to send to parents and guardians of the target age group, outlining the purpose of the trip, the programme and the expected maximum cost. Ask for expressions of interest, together with a deposit or full payment as appropriate by a specific date. Explain any restrictions on numbers.*
- *Brief the pupils about the visit, its dates and purpose.*
- *Discuss with the Head and/or DSL any concerns about special arrangements that may be required for handling any specific pastoral, medical or SEN issues.*
- *Collect deposits/payments and arrange with the Accounts Secretary to set up a unique identifier in the school accounts for the trip.*
- *Arrange for the SBM to pay deposits or full costs for activity centre etc.*

At least Six Weeks in Advance

- *Finalise the costs with travel company etc.*
- *Insist that all coaches are fitted with seat belts*
- *Work out the cost for parents (including contingency to cover delays etc.).*
- *Collect any balance due from parents*
- *Arrange for the SBM to pay any outstanding balance.*
- *Brief and prepare the pupils in advance.*
- *Ensure that they are given plenty of advance notice if they need special equipment.*

Four Weeks in Advance

- *Send all parents a copy of the consent form with specified return date.*
- *Brief pupils on expectations of standards of behaviour.*
- *Book travelling first aid kit from the School Office.*
- *Complete TGS Visit Risk assessment and forward to Head*

Two Weeks in Advance

- *Chase parents who have not returned their consent forms. Remind them that their child cannot participate unless the form is received within 3 working days of departure.*
- *Check all tickets for accuracy, if appropriate. Store them in the school safe until collection*

- Meet with the other members of staff to discuss the itinerary, the risk assessment, the respective roles of the Group Leader and other accompanying staff, and emergency procedures.
- Ensure Deputy Head has full details of all staff involved in the visit for cover purposes
- Prepare packs for the School Office and for each member of staff, that contain the following information:
 - The itinerary (*including address, phone numbers etc of all locations where the party is staying*).
 - The Group Leader's mobile number,
 - Mobile numbers of all participating staff,
 - A list of pupils, together with copies of their parental contact forms (which includes details of each pupils' medical conditions)
 - Emergency contact numbers for the Head /DH/DSL/SBM, as required.
 - A copy of the risk assessment.

The Day Prior to Departure/The Day of Departure

- Collect tickets, *if applicable, from the safe.*
- Give trip information packs to designated school recipients and to other staff participants
- Remind pupils about the rendezvous, dress code, standards of behaviour etc.
- Remind pupils of the potential risks of irresponsible behaviour
- Collect travelling first aid kit from the School Office. Check contents.

4. Departmental Safety

4.1 Each 'Higher -Risk' Department will have its own Departmental Safety Policy. These are found in the Shared Google Drive.

4.2 Risk Assessments will be completed for each Department – Templates are available for this.

5.0 Review

TGS will review this policy statement annually and update, modify or amend it as it considers necessary, to ensure the health, safety and welfare of staff and pupils.

Review date: September 2019

11. Health and Safety		Implementation Date		
Author	Health and Safety Officer	Reviewer	Head	

Appendix A

Thetford Grammar School <i>Health and Safety Folder</i>	Risk Assessment Ref. No.;		Date;		Page;	Page 65 of 65
	Risk Assessment; Hazard/Task					
Risk Categories; H = High M = Medium L = Low I = Insignificant	Who is going to be harmed					
	Assessment undertaken by					
Significant Hazard	Existing Controls	Risk	Potential Additional Controls	Date of Implementation or control		