NYES | Health and Safety

HEALTH & SAFETY BOOKLET FOR EMPLOYEES

Glusburn Community Primary and Nursery School

Date:	19.08.2025
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Health and Safety Policy

Responsibilities of the School

Our policy is to provide and maintain safe and healthy working conditions for all personnel employed by the school.
In addition, we will seek to ensure that the work we carry out does not affect the health and safety of others, e.g., our clients, contractors, visitors and members of the public.
The Head Teacher of the School recognises and accept their responsibilities under the Health and Safety at Work Act 1974, for ensuring that all aspects of the health and safety policy are complied with.
It is the responsibility of the Head Teacher, to ensure that health and safety arrangements are implemented on a day-to-day basis. Employees are free to contact the Head regarding any health and safety matter.

Responsibilities of all Employees

It is the responsibility of all employees to co-operate in the implementation of the health and safety policy within their areas of influence. All employees have a legal duty to ensure their own safety and the safety of others (for example a duty of care to themselves, their fellow colleagues, clients, and visitors) under the Health and Safety at Work Act 1974.

Employees must therefore;

- take reasonable care for the health and safety of themselves, and others who may be affected by their acts or omissions at work
- know and keep to the rules and procedures relating to their work and report all difficulties or hazards liable to endanger them or other persons
- co-operate with the management team with regard to agreed health and safety arrangements and procedures
- if involved in an accident resulting in, or which may have resulted in injury, report the details to the nominated person as soon as possible
- arrange for any spillage of liquid to be dealt with immediately having due regard to the nature of such spillage
- use equipment only when authorised and properly trained to do so
- report any defects in equipment to the nominated person
- develop a personal concern, a duty of care, for themselves and for others, particularly new starters, young people, visitors, and contractors
- avoid improvisation which entails unnecessary risks
- warn new employees/visitors of known hazards

Health and Safety Policy Communication

Employees, contractors, and visitors will be made aware of the School Health & Safety Policy by the following means

- a copy of the Health & Safety Policy will be given to all employees at least annually and employees will sign to say they have read and understood the policy
- when appropriate, instructions will be posted on notice boards; these instructions will alert all employees to new legislation and the procedures to follow in order to avoid risks
- all employees will be provided with a copy of the school health and safety handbook on an annual basis

Safe Working Procedures

Risk Assessment

The requirement to carry out risk assessments is a familiar part of health and safety management within our school. Any additional hazards identified through our Safety Management System inspections procedures or employee notification, will be subjected to a suitable and sufficient assessment of the identified risks. The assessment will take account of the hazards present and the likelihood that the hazard will result in harm being caused. The assessment will also evaluate the steps to be taken to either eliminate or reduce the risk. Particular attention is paid to young persons and new or expectant mothers.

Safe Systems of Work

A safe system of work must take into account the task, the working environment, suitability to carry out the tasks and, where appropriate, arrangements for emergency rescue. Employees should always use safe working practices whilst at work. Never perform a task without suitable knowledge/training and always follow safe working instructions.

Housekeeping

Always remember that a tidy workplace is generally a safe workplace.

- help keep your workplace clean and tidy
- see that walkways are kept clear of materials and rubbish that may trip you or your colleagues
- stack materials in a tidy manner
- help keep toilets, kitchens, staff rooms, cooking equipment, fridges etc. clean and tidy

Safety Tips

- **don't** ignore risks such as spillages, by assuming they are someone else's responsibility
- **don't** just think of your own safety consider the well-being of others
- **never** assume accidents only happen to others
- **short** cuts can change safe situations into dangerous ones
- **consider** the consequences before taking the action
- **just** because you've done it before without incident doesn't mean it's safe
- **always** point out potential risks to others before they learn the hard way
- **and** finally, nothing is so important that we can't take the time and do it safely

Reporting and Investigation of Incidents (Accidents & Near Misses)

Accident reporting has been around for some considerable time and for staff it is covered by The Social Security (Claims and Payments) Regulations 1979. Accidents and incidents were traditionally recorded in an accident book such as the BI510 (yellow/black) incident book. This has then been updated, by the Health and Safety Executive (HSE) the main government agency responsible for health and safety, to look like the image shown. This was an essential document for employers and employees, who are required by law to record and report details of specified work-related injuries and incidents. It enabled schools to comply with legal requirements under social security and health and safety legislation, including Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) requirements.

How to Report

As new technology has developed it is now compliant to store this information electronically and school has access to the B-Safe which is an online accident/near miss reporting tool. The B-Safe system is available for use by all NYES Health and Safety customers. The system allows for the collection of relevant accident data, evidence (such as photographs, CCTV and/or witness statements) if required. The amount of information collected depends on the type and nature of the incident. One of the most important reasons for collecting this data is whether the incident was work related.

- 1 B-Safe Introduction – this video gives you background information about the B-Safe health and safety incident reporting & investigation system
- 2 B-Safe Creating an account – helps you get a B-Safe account set up using your work email
- 3 B-Safe Creating an incident report part 1 – shows you how to report an incident or near miss
- 4 B-Safe Creating an incident report part 2 – give you more details about how to report an incident or near miss
- 5 B-Safe Reviewing and submitting a case – info about how to check you have included everything you need and then finalise the report
- 6 B-Safe Actions – how to add any actions required to prevent a recurrence
- 7 B-Safe Investigation – info to assist you complete a more detailed investigation for more serious incidents and near misses

Work Related

An accident is 'work-related' if any of the following played a significant role;

- the way the work was carried out;
- any machinery, plant, substances, or equipment used for the work; or
- the condition of the site or premises where the accident happened.

What to Report

The General Data Protection Regulations (GDPR) are clear that there needs to be legal reason to record accidents consequently we need to ensure we are only recording those accidents for which we have a legal basis. It can be tricky deciding what to record on the system but generally it is best to record those incidents that you think are attributable to the operation of the school, for example was the supervision adequate, was the accident caused by poor repair or maintenance. Did something break or someone make a mistake which lead to the accident. This is particularly important for the most serious accidents, where the injury may be significant, and must be reported to the enforcing agency for schools this is the HSE.

Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)

These regulations cover what must be recorded and what is reported to the HSE. It is very important that all schools ensure that reportable accidents and incidents are reported quickly as there are legal time limits within which the reporting must be done. Delays in reporting can lead to legal action being taken by the HSE against the employer whether this be the council, trust etc. Some of the most serious accidents/incidents need to be reported to the employer immediately by telephone.

Those accidents covered by RIDDOR, in a school setting. Are;

- A pupil/student/visitor is taken to hospital and receives treatment;
- A member of staff suffers a specified injury e.g., a fracture (apart from fingers and toes);
- If a member of staff sustains an occupational injury resulting from an accident and reported if they are incapacitated for more than seven days. There is no longer a requirement to report occupational injuries that result in more than three days of incapacitation, but you must still keep a record of such injuries;

There is more information at http://www.hse.gov.uk/riddor/reportable-incidents.htm

Pupil Accidents/Incidents

There is a HSE guide available specifically for schools Incident reporting in schools (accidents, diseases and dangerous occurrences) EDIS1 (hse.gov.uk)

and whilst this focusses on RIDDOR is helpful when considering what to report (see section 2 of the guide for some specific examples). Please note that this HSE guidance recognises that some incidents may need to be recorded for other purposes and, whilst it doesn't specifically refer to these, the most common overlap is in relation to safeguarding e.g., children hurt due to a serious fight/bullying where supervision of the area may have been inadequate.

Incident Investigations
For more serious accidents and near misses, please seek the advice of the health and safety team when conducting Incident Investigations. We are here to support and to respond to serious incidents whether on or off site.

Near Miss Reporting
B-Safe can be used to report near misses where the incident may have had serious consequences. These are split into two categories, those that resulted in no injury or damage and those that resulted in only property damage (e.g., a vehicle on site reverses and hits a wall causing a broken taillight).

Non-Work-Related Incidents
Where someone faints on site due to a pre-existing medical condition and the reason for the fainting episode is completely unrelated to work this would not be reportable under RIDDOR or on B-Safe. Sometimes it may be difficult to initially establish this in which case please seek further advice from the team.

If you are in any doubt about whether a report is required, please get in touch with your NYES Health and Safety Adviser or the health and safety team on 01609 532589 or healthandsafety@northyorks.gov.uk

Procedure for Reporting Accidents
All accidents must be reported to a member of the management team, who will carry out an initial investigation on the appropriate form. This must be filled in for every accident, near miss or damage incident, in order that a proper investigation can take place. This is not to apportion blame but to aid in identifying and preventing a re-occurrence.
Every reported pupil accident will be recorded on the Minor Injury Record Form.
Every reported adult accident will be recorded in the Accident Book. This includes staff, parents, visitors, and contractors.
Following an accident where the person is absent from work for 7 consecutive days, or a pupil receives medical treatment, the accident may be RIDDOR reportable. NYC/CYC maintained schools must use the B-Safe system to report these accidents.

It is vital that all accidents are reported, even if they are considered to be small or insignificant. In this way the school can look for trends appearing such as unsuitable tools being used or a piece of equipment with sharp edges etc.

Safety Information and Training

The school recognises the value of training as an essential and effective means of helping to create a safe working environment. We will provide mandatory training i.e., new employee induction, plant training for forklift trucks etc. Other training is dependent on the scope of work to be undertaken. We will undertake periodic reviews of all training requirements to ensure all our employees are provided with the necessary instruction, information, and training to allow them to undertake their work safely without risk to themselves and others who may be affected by their work activities. In addition, safety information is provided in the form of this periodically updated health & safety booklet, which is circulated to all employees.

Periodic refresher training will also be provided for employees where necessary such as asbestos awareness or following an accident or near miss incident.

Personal Safety

The personal safety of all staff has been considered with regard to working in school; no member of staff should be exposed to unnecessary risk from personal or physical injury.

Lone Working

When arriving at school you should ensure, before commencing work that your personal safety is not at risk. This is particularly important when working alone or out of hours. When you have to attend school alone, always make sure someone knows of your whereabouts, the time you intend to be at school and then let them know when you leave. Always carry a mobile phone or other form of communication in case of emergency.

Violence

Our school is responsible for assessing the risk of violence to staff; however, it is recognised that there may be times during your work when you may be faced with a violent situation which is unforeseen. Should you be confronted with violent or aggressive behaviour do your best to defuse the situation by talking calmly and rationally. Do not exacerbate the situation or appear confrontational. Leave the area as soon as practically possible and report the incident to the Head teacher immediately.

When reporting any incidents of violence always include:

- An account of what happened
- Where possible, details of the assailant and witnesses
- The outcome of the event
- Details of the location of the incident

Smoking

The school operates a strict 'No Smoking' policy and smoking is prohibited throughout the entire workplace with no exceptions. This includes School vehicles. This policy applies to all employees, contractors, and visitors. Employees are reminded that smoking in School vehicles is illegal as directed in the Smoke-free (Premises and Enforcement) Regulations 2006. If you don't comply with the smoke free law, you will be committing a criminal offence.

Drugs and Alcohol

The school strives to provide a safe, healthy and productive environment for all staff, visitors and service users. In accordance with the Health and Safety at Work Act 1974, the school has a responsibility to protect and maintain the health, safety and welfare of employees and others in the workplace by reducing the risk of drug and alcohol related harm.

Employees also have a responsibility to take reasonable care of themselves and others who could be affected by what they do at work. Being incapable of work, or of working safely due to the influence and/or impairment of alcohol or drugs, is classed as gross misconduct under the school's Disciplinary Policy and, if proven, will result in summary dismissal.

Asbestos

The school maintains an asbestos register which contains a copy of the asbestos survey, this shows where in the premises asbestos has been identified or is suspected. Approved registered contractors are employed to deal with any removals (where premises contain asbestos, this does not mean that there is a danger to health, safety or welfare. If the asbestos is in good condition and is not in an area where it will be damaged by everyday activities, then it is safer to leave it in place). Asbestos is managed in line with the school Asbestos Management Policy and DfE guidelines in Managing Asbestos in school.

Staff are informed where asbestos is located in the school along with relevant restrictions. Staff are expected to report any damage immediately to the Headteacher/Site Manager/SLT.

Legionella

Regular risk assessments and testing of water systems (water storage tanks and other systems which potentially hold water at a temperature between 20 and 50°C) is arranged to ensure that:

- the school has a wholesome supply of water for domestic purposes including a supply of drinking water
- WCs and urinals have an adequate supply of cold water and washbasins, sinks (including deep sinks) have an adequate supply of hot and cold water
- the temperature of hot water supplies to showers shall not exceed 43°C.
- the school has Thermostatic Mixing Valves installed on all hot water outlets used by pupils

Fire Prevention

Employees should seek to ensure good standards of housekeeping at all times. A clean and tidy workplace is less likely to be a source of a fire. Any acts or omissions that you believe may constitute a fire risk should be reported immediately to your manager.

- obey “No Smoking” signs
- know the location of fire exits and break glass points
- keep firefighting equipment, fire exits and passageways clear and ready for immediate use
- ensure that there is clear access for the emergency services
- report all fire hazards
- do not put clothes on or near heating appliances
- avoid overloading of electrical sockets and extensions
- follow school rules around the use of personal electrical equipment

If you discover a fire

- immediately raise the alarm
- only tackle the fire if it is necessary to aid your means of escape. Do not take any unnecessary risks
- leave the building by the nearest exit calmly
- call the fire service - Do not assume someone else will – better 10 calls than a delay
- proceed to the designated fire assembly point

- report to a fire warden or your manager

If you hear the fire alarm

- leave the premises by the nearest available exit DO NOT run or use lifts
- ensure those pupils under your care evacuate safely and swiftly
- proceed to the designated fire assembly point
- report to a fire warden or your manager
- do not re-enter the building until you have been told that it is safe to do so.

Make yourself aware of the location of the fire extinguisher nearest your working area. Know how to operate each kind. Know the type of fire on which each kind

should be used. Use of improper types of extinguishers can cause fire to spread.

Water Fire Extinguishers - are good for tackling fires involving burning paper, wood, and soft furnishing, as the water soaks into the materials and cools them, while extinguishing the fire. However, water is an electrolyte and conducts electricity. Care must be taken with regards to accidental use on exposed power cables.

Powder Fire Extinguishers - are good for tackling fires involving burning paper, wood and soft furnishing, petrol, diesel, thinners, oils, paints, wax, and plastics that melt, flammable gasses. Care must be taken that you do not inhale the powder and they should not be used in confined spaces.

Foam Fire Extinguishers also called AFFF FOAM - are good for tackling fires involving flammable solids, liquids including petrol, diesel, thinners, oils, paints, wax, and plastics that melt. Foam extinguishers can conduct electricity; care must be taken with regard to accidental use on exposed power cables

CO2 (Carbon Dioxide) Fire Extinguishers - are suitable for use on fires involving burning liquids but is also an excellent solution for quenching fires involving computer equipment and other electrical appliances. It is important to remember that when using CO2 extinguishers there is a possibility that once the smothering CO2 gas has floated away the fire may re-ignite if the source of the

fire is not removed (e.g., switching off the power supply) or if the materials are still very hot.

Water Mist Fire Extinguishers - are capable of tackling almost all common fires within the class A, B, C type fires as well as fires involving live electrical equipment of up to 1000V. The unique water mist has the cooling effect of water and creates a "mist curtain" cutting off the oxygen supply. The droplets are so small that they have no adverse reaction on flammable liquids, allowing the extinguishers to be used on class B fires.

Water mist extinguishers can be used safely on paper, wood, soft furnishing, electrical equipment such as computers and printers, liquid fuels and spirits, clothing, and gas flames.

Wet Chemical Fire Extinguishers - are the only extinguishers recommended for use with cooking oil fires and are essential safety kits for professional kitchens. They are perfect for fires involving cooking oils and fats, such as lard, olive oil, butter and vegetable oil (‘class F’ fires) and can also be used on fires involving flammable solids, such as paper, wood, and textiles (‘class A’ fires).

The ‘chemical’ element of wet chemical fire extinguishers is potassium.

Potassium salts are sprayed out as a fine mist (gently, so as not to spread the burning oil or fat), and these react to create a soapy film on the surface of the substance on fire. This smothers the fire, with the added benefit that the mist also creates a cooling effect.

Fire Blanket - a fire blanket is a sheet of woven fire-resistant material designed to extinguish small fires. Fire blankets are usually made from woven fibreglass and work by smothering the fire and cutting off its oxygen supply. Fire blankets are stored in a wall-mounted case or pouch for quick access in a fire emergency.

Fire blankets are usually used for putting out small fires in or around the kitchen and are particularly useful for Class F fires involving cooking oils. They can also

be used for waste bin fires and to extinguish clothing fires. Fire blankets are suitable for use in the home, commercial and public environments.

Manual Handling

Manual handling includes any transporting or supporting of a load including lifting, putting down, pushing, pulling, or carrying by hand or bodily force. Manual handling injuries can be avoided if lifting is carried out in the correct manner, i.e., with leg and arm muscles rather than back muscles. Employees should be mindful of their own capabilities and should not lift anything that they believe to be too heavy. Where provided employees must make full and proper use of mechanical lifting equipment, e.g., forklift trucks, pallet trucks etc.
Under the Manual Handling Operations Regulations 1992, the school has to carry out assessments on activities that pose a risk due to manual handling. We have identified such activities and carried out subsequent assessments. As a result of these assessments, we have implemented control measures to reduce the risk of injury, including the provision of lifting aids and training.
Remember the following rules;

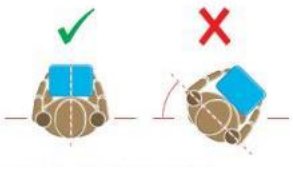
Plan the lift e.g., where is the load to be placed, can handling aids be used, do you need help with the load. Remove obstructions such as discarded wrapping materials. For a long lift, such as floor to shoulder height, consider resting the load mid-way on a table or bench in order to change grip.

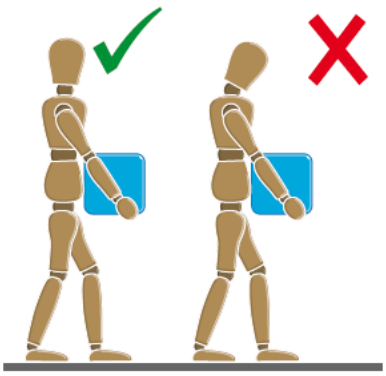
Adopt a stable position. The feet should be apart with one leg slightly forward to maintain balance (alongside the load if it is on the ground). The worker should be prepared to move their feet during the lift to maintain their stability. Avoid tight clothing or unsuitable footwear, which may make this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

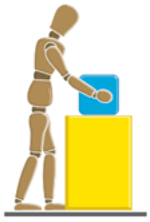
Get a good hold. Where possible, the load should be hugged as close as possible to the body. This may be better than gripping it tightly with hands only.

Start in a good posture. At the start of the lift, slight bending of the back, hips and knees is preferable to fully flexing the back (stooping) or fully flexing the hips and knees (squatting).
Don't flex the back any further while lifting. This can happen if the legs begin to straighten before starting to raise the load.

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

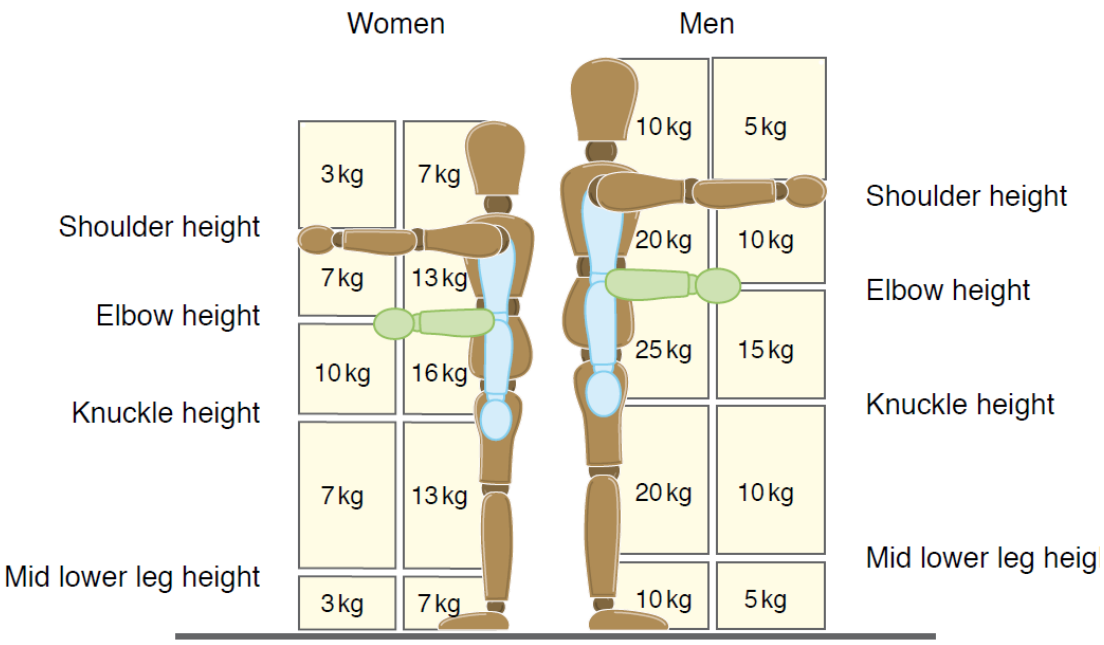
Avoid twisting the back or leaning sideways,  especially while the back is bent. Shoulders should be kept level and facing in the same direction as the hips. Turning by moving the feet is better than twisting and lifting at the same time.

Keep the head up when handling.  Look ahead, not down at the load once it has been held securely.
Move smoothly. The load should not be jerked or snatched as this can make it harder to keep control and can increase the risk of injury.
Don't lift or handle more than can be easily managed. There is a difference between what people can lift and what they can safely lift. If in doubt, seek advice or get help.



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

The table below shows the HSE lifting guidelines. Use your own judgement when assessing whether you can lift more or less than indicated in the table. It is important to recognise your personal limitations as well as any restrictions imposed by the environment in which the lift is to take place.



Slips, Trips and Falls

Slips and trips are the most common cause of major injuries at work and can happen almost anywhere. 95% of major slips result in broken bones and they can also be the initial cause for a range of other types of accident such as a fall from height.

Slips and trips are responsible for, on average

- over a third of all reported major injuries including 2 fatalities per year
- 50% of all reported accidents to members of the public that happen in workplaces

Common hazards

- poor floor conditions, damaged or uneven surfaces and or poor lighting levels in the area
- poor cleaning practices i.e., floors left wet, spillages not cleaned up immediately or incorrect cleaning products used for the job
- obstacles - trailing cables, boxes, equipment, rubbish bags and other waste left in walkways and in work areas
- wearing unsuitable footwear for the task being carried out
- poor ground conditions due to bad weather such as standing water, ice and snow, wet and decaying leaves

If you identify any of the above, please report it to your manager immediately. Where possible put-up warning signs until the hazard has been eliminated.

Display Screen Equipment

Some employees may experience fatigue, eye strain, upper limb problems and backache from overuse or improper use of DSE. These problems can also be experienced from poorly designed workstations or work environments. The causes may not always be obvious and can be due to a combination of factors

Getting comfortable

- forearms should be approximately horizontal, and the user's eyes should be the same height as the top of the screen
- make sure there is enough workspace to accommodate all documents or other equipment. A document holder may help avoid awkward neck and eye movements
- arrange the desk and screen to avoid glare, or bright reflections. This is often easiest if the screen is not directly facing windows or bright lights
- adjust curtains or blinds to prevent intrusive light
- make sure there is space under the desk to move legs
- avoid excess pressure from the edge of seats on the backs of legs and knees. A footrest may be helpful, particularly for smaller users

Keyboards and keying in (typing)

- a space in front of the keyboard can help you rest your hands and wrists when not keying
- try to keep wrists straight when keying
- good keyboard technique is important – you can do this by keeping a soft touch on the keys and not overstretching the fingers

Using a mouse

- position the mouse within easy reach, so it can be used with a straight wrist
- sit upright and close to the desk to reduce working with the mouse arm stretched
- move the keyboard out of the way if it is not being used
- support the forearm on the desk, and don't grip the mouse too tightly
- rest fingers lightly on the buttons and do not press them hard

Reading the screen

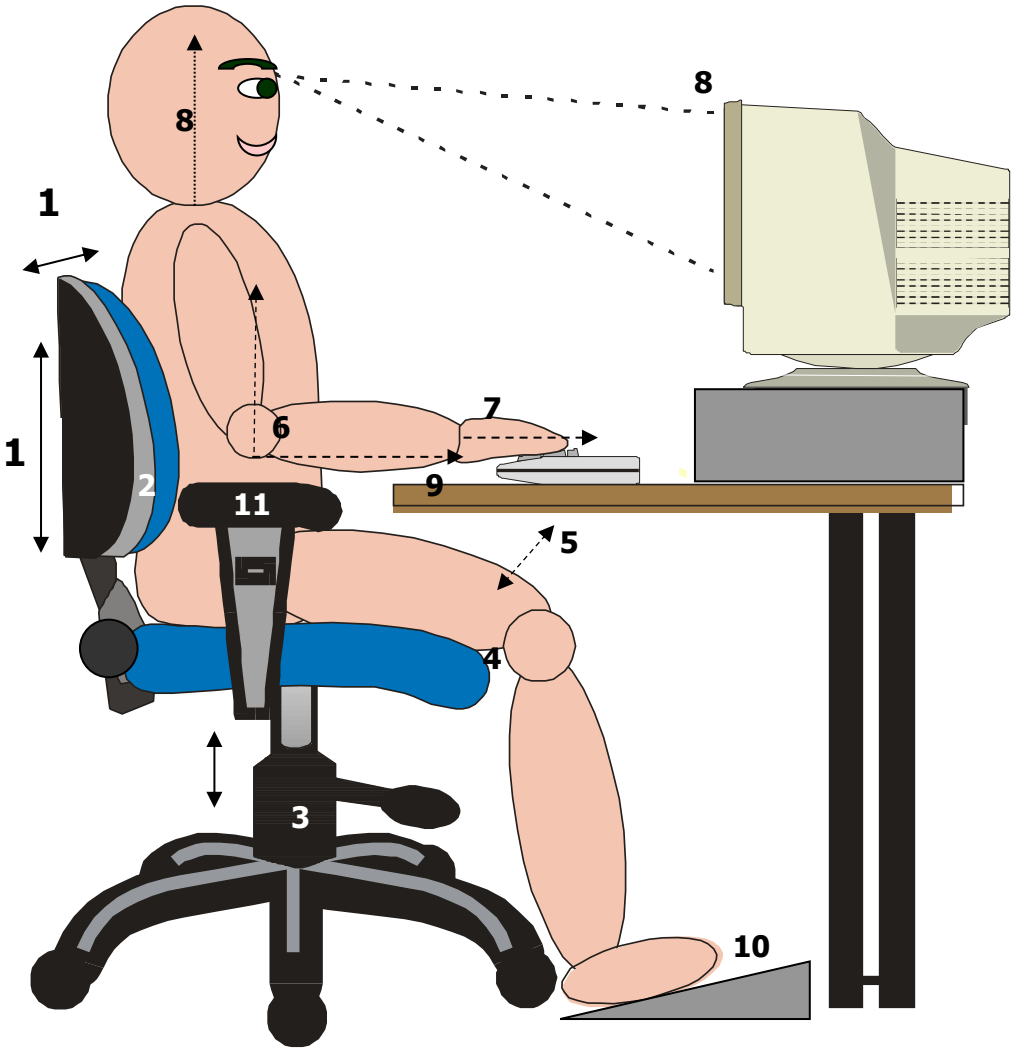
- make sure individual characters on the screen are sharp, in focus and don't flicker or move. If they do, the DSE may need servicing or adjustment
- adjust the brightness and contrast controls on the screen to suit lighting conditions in the room
- make sure the screen surface is clean
- when setting up software, choose text that is large enough to read easily on screen when sitting in a normal comfortable working position
- select colours that are easy on the eye (avoid red text on a blue background, or vice versa)

Stress

- take regular breaks, at least 5 minutes away from your screen every hour, ideally with exercise or movement
- try not to have lunch at your desk
- do some different types of work during the day
- take control of the order in which you do tasks
- limit pressure to meet deadlines to what is realistic
- try to limit sudden changes in workload
- communicate effectively with people who affect your work
- if stress becomes a problem, consult your manager
- if there is distracting noise, get it seen to

Ideal seated position for DSE work

1. The seat back rest should be adjusted so you are sitting upright
2. Good lumbar support should be achieved (i.e., the lower back should be supported)
3. Seat height should be adjusted to achieve 4 – 7 below
4. There should be no excess pressure on the underside of your thighs and back of knees
5. There should be room under the desk to allow changes in posture (no obstacles)
6. Forearms should be horizontal and elbows approximately at right angles
7. There should be minimal bending of the wrists and hands, they should be horizontal
8. Screen height and angle should be adjusted to allow a comfortable head position with the neck and head straight
9. Ensure there is space in front of the keyboard to support your hands/wrists during pauses in keying. A mouse mat incorporating a gel wrist rest can be helpful
10. A foot support should be provided if your feet do not now touch the ground
11. If seat arm-rests are provided these should not prevent you from pushing your chair under the desk or should be adjustable in height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Classroom Safety

Working in a classroom may present fewer risks than working on a construction site, but that's not to say there are no risks. You must act sensibly and responsibly to keep yourself safe whilst at work.

General Safety

You are provided with a clean, comfortable, place in which to work. You can help by keeping your personal workspace clean & tidy and treat other areas considerately. Report any hazards to your manager so action can be taken to address them.

Computer Workstations

The Health and Safety (Display Screen Equipment) Regulations 1992 only apply to employers whose workers regularly use DSE as a significant part of their normal work (daily, for continuous periods of an hour or more). These workers are known as DSE users.

The Regulations do not apply to workers who use DSE infrequently or for short periods of time. However, the controls described above may still be useful for these workers. If you are considered to be a DSE user, a display screen assessment will be undertaken for your workstation. Please let your manager know if you experience discomfort which you feel may be attributed to using your computer whilst at work or if you have any issues with any part of your workstation or working environment.

Work Equipment

You should not use work equipment unless you are competent to do so. Some equipment may require training. Before using any equipment check for any obvious faults and that all safety devices are present and working.

Electrical Safety

All electrical equipment will be PAT tested. Visually inspect portable electrical equipment before use - check the cable, plug and body of the equipment for any obvious signs of damage. Report any defects without delay and do not use the equipment.

Slips, Trips and Falls

Ensure you maintain a neat and tidy workstation at all times. Avoid trailing cables across walkways and ensure boxes etc. are stored safely and do not

pose a risk to others or obstruct emergency exits and signage. Ensure you wear suitable footwear for the office environment.

Accidents and Fire

Make yourself familiar with the location of your nearest first aider, the location of the fire alarm call points or other means of raising the alarm in the event of a fire and finally the location and type of fire extinguishers available. Report any fire hazards or missing extinguishers immediately.

Personal Protective Equipment (PPE)

PPE stands for Personal Protective Equipment - it is defined in the Personal Protective Equipment at Work Regulations as:
'All equipment (including clothing affording protection against the weather) which is intended to be worn or held by a person at work which protects them against one or more risks to their health and safety'.

Typical examples of PPE you may be required to wear/use within your workplace include

- ear plugs or ear defenders to protect against noise
- safety boots to protect against slippery surfaces and heavy/sharp objects which may fall onto feet
- overalls to protect against contamination of clothing from substances such as paints, oils etc.
- safety glasses or goggles to protect against flying particles and debris
- dust masks or respiratory protection to protect against dust, fumes, and vapours
- various gloves to protect against contact with substances, hot/cold or sharp objects etc.

When to use PPE

PPE must always be regarded as a 'last resort' to protect against risks to safety and health. Engineering controls and safe systems of work must always be considered first. For example, it may be possible to do the job using methods that will not require the use of PPE. If this is not possible, more effective safeguards should be put in place, for example, fixed screens could be provided rather than individual eye protection.
If your employer instructs you should wear PPE during a task, because it has been identified by risk assessment, then you must comply with these requirements. In addition, where you see any blue mandatory signage showing an image of PPE, this means the particular PPE must be worn in this area.

Maintaining PPE

An effective system of maintenance of PPE is essential to make sure the equipment continues to provide the degree of protection for which it is designed. Therefore, the manufacturer's maintenance schedule (including recommended replacement periods and shelf lives) must always be followed.

Maintenance may include; cleaning, examination, replacement, repair, and testing.

The initial selection of respiratory protective equipment (RPE) should include fit-testing. RPE should have a tight-fitting face piece.

Occupational Health and Health Surveillance

Responsibility

The person responsible for health and safety shall ensure that employees shall be asked about their general health in relation to the work tasks they will undertake. Where necessary reasonable adjustments will be made with employees who have any existing health conditions that may be aggravated or made worse by any work activities undertaken by the school.

Procedure

If you have a health problem which could affect your safety while at work, inform your immediate manager.

The school will, where work activities could cause health problems, regularly check on the welfare of personnel as regards conditions such as dermatitis from oils, greases and fluids, audiometry checks from noise at work and repertory tests for employees working with solvents, paints or chemicals.

Medical Practitioners shall be approached whenever assessments/pre-contract information identifies possible health risks. Where necessary a health surveillance programme will be introduced, and suitable records maintained.

Hygiene

Good hygiene practice is essential to the well-being of staff and ensuring that staff are not exposed to infections and illness whilst at work.

Infection Control

For infections to spread there must be a source of the infecting organism, a means or route of transmission and a host for the infection to settle into. Common sources of infection are from: another person (pupils); a contaminated environment (e.g., stagnant water); food. To prevent or control the risk of infection always: cover cuts and grazes with a waterproof dressing; practice good hygiene (see below); avoid contact with bloods or bodily fluids; use PPE where appropriate.

Good Hygiene

Good hygiene practice will reduce the risk of infection and hand washing is one of the most important procedures for preventing the spread of disease. There is no set frequency for hand washing, it is determined by actions completed or intended or performed.

As a general rule, hand washing should take place:

- before handling or eating food

- after visiting the toilet
- when hands are visibly dirty
- after removing gloves
- for first aiders – before and after treatment.

In school, handwashing facilities are available for staff to use. We ensure that we use liquid soap rather than bars of soap.
Hand dryers or paper towels must be used rather than fabric towels.
Medical rooms, hygiene rooms and toilets are cleared and kept clear of soft furnishings and items such as blankets and bedding which may harbour germs and bacteria.

Skin Care

Bacterial counts increase on skin that is damaged therefore thorough washing, rinsing, and drying of hands should always be practised.

First Aid

A first aid box, or boxes, of sufficient size to cater for the number of persons employed is provided in ……. and signs displayed around the premises indicating where they are located.
Information about who the nominated first aiders are and how they can be contacted is also displayed.

Control of Substances Hazardous to Health (COSHH)

Many of the substances used or created could be harmful to your health if not properly managed.

For example, the following everyday substances have the potential to harm you

- cement/concrete
- adhesives
- solvents/thinners
- oil based paints
- timber dust
- dust from the cutting of bricks, blocks, stone, tiles.
- infected water (weils disease)
- discarded sharps (needles/syringes)
- oils

The school will apply the hierarchy of control measurers outlined below before any substances are introduced.

- avoid using the substance altogether
- replace it with a less hazardous substance
- introduce control measures/training on how it is used, handled, and stored
- limit the time employee's work with the substance
- provide PPE if other control measures are not reasonably practicable

You should comply with any instructions given to you on how to work safely with any hazardous materials. COSHH assessments will be undertaken for all hazardous substances used by the school to identify the necessary control measurers required to ensure your health is not affected. If you have any adverse reaction to any substance used such as dizziness, headaches, reddening, broken or itchy skin you must inform your supervisor without delay. Where necessary health surveillance will be provided for employees and records maintained in line with date protection legislation.

Ladder Safety

Not every job can be done with just a ladder or by you on your own. So always check:

Are you up to the job?

Don't kid yourself by overestimating your abilities. If you're not completely certain that you can manage everything involved in doing the job properly, get help.

Is the ladder up to the job?

Think ahead to what you'll have to do at every stage. If you will need to move around while you're up there, or carry lots of materials, or use heavy equipment, a ladder may not be sufficient. You might be better off using a mobile tower or scaffolding.

Checking ladders

Before using a ladder carry out the following checks

- it conforms to EN131 Professional Standards and is not a domestic ladder
- is it in good general condition
- are there any cracks in the metal work
- are there any rungs bent, missing, or loose
- are the stiles damage or bent
- ensure there is no warping or splitting
- is there any sign of corrosion
- are there any sharp edges or dents
- the feet – if they are missing, worn or damaged the ladder could slip. Also check the ladder feet when moving from soft/dirty ground (e.g., dug soil, loose sand/stone, a dirty workshop) to a smooth, solid surface (e.g.,

paving slabs), to make sure the actual feet and not the dirt (e.g., soil, chippings or embedded stones) are making contact with the ground;

Using ladders safely

Place the ladder on a firm, level, dry surface. If this isn't possible e.g., on grass, tie the feet of the ladder to stakes in the ground and place a large flat wooden board underneath.

- Position the ladder so that the base won't slip. Leaning ladders are designed so that their safest angle is with every 1 measure out from the wall there are 4 measures up the wall. make sure the ladder angle is at 75° – you should use the 1-in-4 rule (i.e., one unit out for every four units up.

Remember the rule - *"ONE OUT FOR FOUR UPS"*

Secure the bottom and the upper part of the ladder by tying the stiles with rope to a fixed and stable object.

Rest the top of the ladder against a solid surface, never against guttering. If a surface is too brittle, use a stay or stand-off on a firm surface nearby.

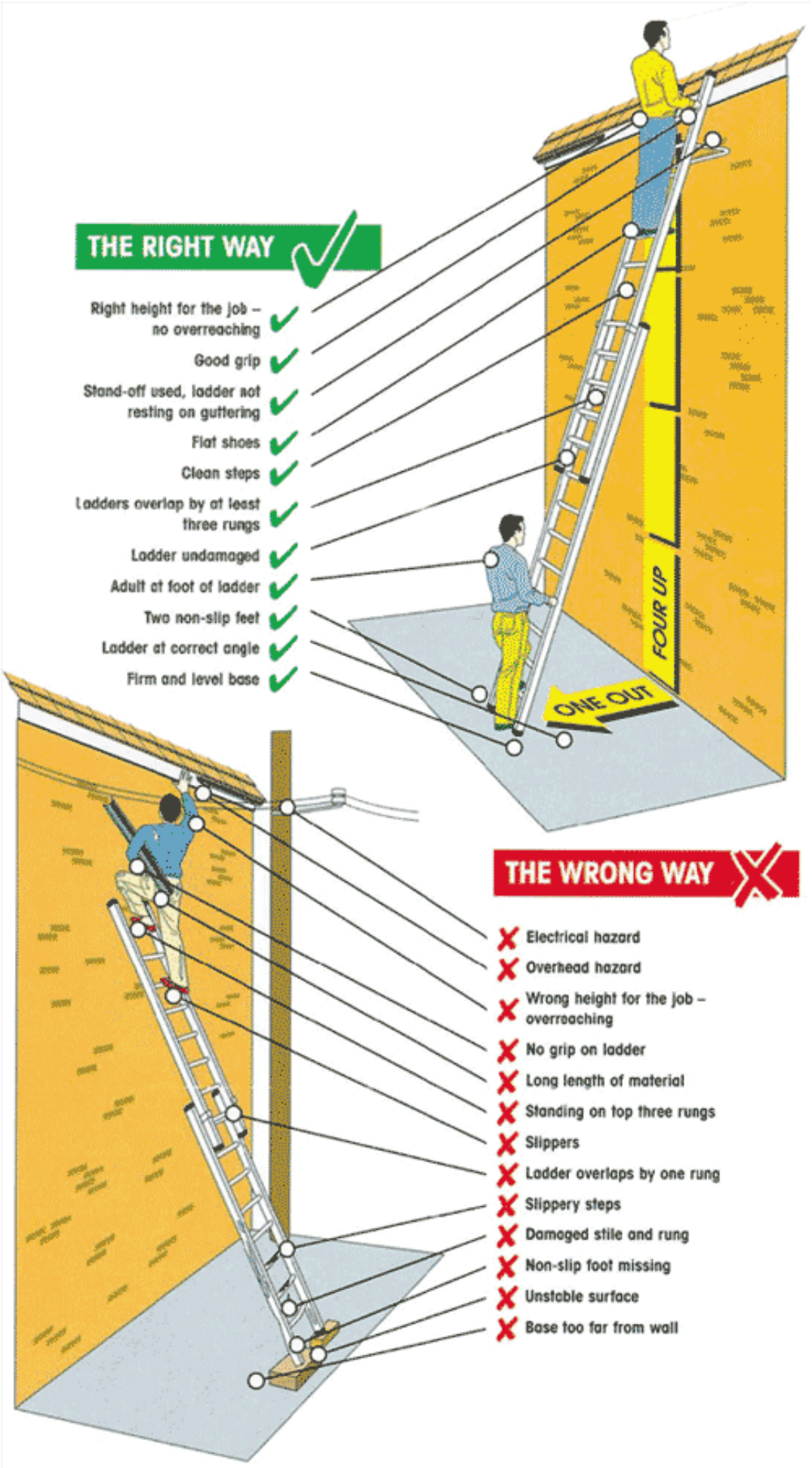
Always have at least three rungs extending beyond a roofs edge if you're using a ladder to get yourself up on to the roof.

Other ladder safety tips

When using a leaning ladder to carry out a task:

- only carry light materials and tools – read the manufacturer's labels on the ladder and assess the risks;

- don’t overreach – make sure your belt buckle (or navel) stays within the stiles;
- make sure the ladder is long enough or high enough for the task;
- don’t overload the ladder – consider your weight and the equipment or materials you are carrying before working at height;
- always grip the ladder and face the ladder rungs while climbing or descending – don’t slide down the stiles;
- don’t try to move or extend the ladder while standing on the rungs;
- don’t work off the top three rungs, and try to make sure that the ladder extends at least 1 m (three rungs) above where you are working;
- don’t stand ladders on movable objects, such as pallets, bricks, lift trucks, tower scaffolds, excavator buckets, vans or mobile elevating work platforms;
- avoid holding items when climbing (consider using a tool belt);
- don’t work within 6 m horizontally of any overhead power line, unless it has been made dead or it is protected with insulation. Use a non-conductive ladder (e.g., fibreglass or timber) for any electrical work;
- maintain three points of contact when climbing and wherever possible at the work position
- where you cannot maintain a handhold, other than for a brief period (e.g., to hold a nail while starting to knock it in, start a screw etc), you will need to take other measures to prevent a fall or mitigate the consequences if one happened;
- secure the ladder (e.g., by tying the ladder to prevent it from slipping either outwards or sideways) and have a strong upper resting point (i.e., do not rest it against weak upper surfaces such as glazing or plastic gutters.


THE RIGHT WAY
Right height for the job – no overreaching
Good grip
Stand-off used, ladder not resting on guttering
Flat shoes
Clean steps
Ladders overlap by at least three rungs
Ladder undamaged
Adult at foot of ladder
Two non-slip feet
Ladder at correct angle
Firm and level base
FOUR UP
ONE OUT
THE WRONG WAY
Electrical hazard
Overhead hazard
Wrong height for the job – overreaching
No grip on ladder
Long length of material
Standing on top three rungs
Slippers
Ladder overlaps by one rung
Slippery steps
Damaged stile and rung
Non-slip foot missing
Unstable surface
Base too far from wall

Step Ladders

Before working with ladders or steps, check that they are safe to use. When checking the state of ladders check that there is no damage to the uprights or steps, check that non-slip feet (where provided) are in place, and make sure they are clean and dry.

Check the following;

- **the locking mechanism** – does the mechanism work properly? Are components or fixings bent, worn or damaged? If so, the ladder could collapse. Ensure any locking bars are fully engaged;
- **the stepladder platform** – if it is split or buckled, the ladder could become unstable or collapse;
- **the steps or treads on stepladders** – if they are contaminated, they could be slippery; if the fixings are loose on the steps, they could collapse.

Safe Use of Step Ladders

Falls and injuries from working with step ladders can be easily prevented by following these actions:

- Check all four stepladder feet are in contact with the ground and the steps are level;
- Only carry light materials and tools;
- Don't overreach;
- Don't stand and work on the top three steps (including a step forming the very top of the stepladder);
- Ensure any locking devices are engaged;
- Try to position the stepladder to face the work activity and not side on. However, there are occasions when a risk assessment may show it is safer to work side on, e.g., putting up a display above sinks etc. in a classroom when you can't engage the stepladder locks to work face on because you would be too far from the wall, but you can fully lock it to work side on;
- Try to avoid work that imposes a side loading, such as side-on drilling through solid materials (e.g., bricks or concrete);
- Where side loadings cannot be avoided, you should prevent the steps from tipping over, e.g., by having a colleague hold the stepladders to prevent tipping. Otherwise, use a more suitable type of access equipment;

- Maintain three points of contact at the working position. This means two feet and one hand, or when both hands need to be free for a brief period, two feet and the body supported by the stepladder.

When deciding whether it is safe to carry out a particular task on a stepladder where you cannot maintain a handhold (e.g., to put a box on a shelf, hang wallpaper, or install a smoke detector on a ceiling), the decision needs to be justified, taking into account:

- the height of the task;
- whether a handhold is still available to steady yourself before and after the task;
- whether it is light work;
- whether it avoids side loading;
- whether it avoids overreaching;
- whether the stepladder can be tied (e.g., when side-on working).