

# Swindon Borough Council

## HSP 027

### Schools Health and Safety Policy Manual

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<b>Version</b>	<b>Status</b>	<b>Date</b>	<b>Title of Reviewer</b>	<b>Purpose/Outcome</b>
1.0	Reviewed	November 2014	Health and Safety Team	Review and update of existing SBC policy documents relevant to schools for health and safety management.
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# Swindon Borough Council Health and Safety Manual

<b>Title:</b>	HSP 027 School's Health and Safety Policy Manual
<b>Author(s):</b>	Health & Safety Team
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<b>Application:</b>	This policy applies to all schools where Swindon Borough Council (SBC) is the employer.

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# Health and Safety Policy Statement

## Policy Statement

The Cabinet and Corporate Management Team of Swindon Borough Council (SBC) consider the effective management of safety, health and environmental matters (SHE) to be of prime importance. As such, it undertakes to provide, so far as is reasonably practicable, a safe, healthy and environmentally sound workplace.

The Corporate Management Team has overall responsibility for safety, health and environmental matters and undertakes to ensure that the Directors, Heads of Services, Managers and Supervisors consider the SHE implications of all its decisions and regularly reviews SHE issues. SBC Management and supervisory teams will determine and commit sufficient resources and effort within their functional area to ensure their SHE obligations are met. This includes the appointment of competent persons and advisers.

SBC's safety management system is modelled on recognised standards and will be achieved by integration with its management processes. This includes a commitment to continuous improvement and the setting of objectives. Clear performance indicators will be monitored, together with suitable audit and review processes.

Compliance with relevant SHE legislation, policy and guidance are regarded as the minimum standard to be achieved. SBC is proactively committed to the prevention of injury and ill health and to the prevention of pollution and minimisation of resource usage. This includes designing, managing and maintaining its premises, structures and equipment so as to minimise associated safety, health and environmental risks.

SBC is committed to providing a safe and healthy working environment for its staff, and others affected. This will be based on providing safe environments, safe systems of work, safe materials and equipment, and individuals who are competent in the work they are employed to do.

It is the aim of SBC to embed and nurture a positive health and safety culture across the organisation, and ensure that all managers include health and safety matters as an integral part of all activities. This will ensure that work-related accidents resulting in harm are continually reduced.

SBC will actively consult with its staff, visitors, contractors and others affected by its activities. SBC requires such persons to co-operate with implementing this policy, associated rules and procedures.

Employees are expected to work safely, to ensure the safety of themselves, colleagues or anyone affected by their work, not to interfere with or misuse anything SBC provides for their health and safety and to take care for the environment. Moreover, all employees are expected to adhere to the letter and spirit of this policy and report to management any conditions or practices that pose an unacceptable risk to human health and safety or the environment.

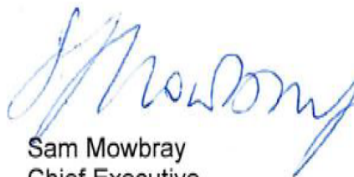
The responsibility for implementing this Policy lies with all Directors, Heads of Services, Managers and Supervisors.

**Signature:**



Jim Robbins  
Leader of the Council

**Signature**



Sam Mowbray  
Chief Executive

## 1. Arrangements for Health and Safety

### • Management of Health and Safety

Procedures will be in place to ensure the effective management of health and safety including risk assessment in accordance with the Health & Safety at Work etc. Act 1974 and the Management of Health and Safety at Work Regulations 1999.

The Head Teacher will make suitable and sufficient arrangements for the management of health and safety ensuring the provision of a system for the assessment and control of risk and the provision of safe working practices.

The Head Teacher will manage health and safety within the school to ensure a system of continual improvement in health and safety.

### • Welfare

Arrangements will be made to provide adequate welfare facilities in accordance with the Workplace (Health, Safety and Welfare) Regulations 1992.

The Head Teacher will, so far as is reasonably practical, provide and maintain for all staff a working environment that is adequate as regards facilities and arrangements.

This includes: ventilation, temperature, lighting, cleanliness, space, Display Screen Equipment (DSE) workstations and seating arrangements, safe access / egress, sanitary conveniences, drinking water and facilities for rest and eating of meals.

### • Health and Safety Support & Advice for Schools

Competent health and safety support will be made available to all SBC Community Schools and other schools buying Traded Services from Swindon Borough Council's Corporate Health and Safety Team. This service will include:

- Competent advice from qualified health and safety professionals
- Health and safety training and instruction

Where such assistance is required, please contact the Corporate Health and Safety Team via:

- Email: [handsafetyteam@swindon.gov.uk](mailto:handsafetyteam@swindon.gov.uk)

## 2. Risk Assessment

The Head Teacher must ensure that:

- risk assessments are carried out under the *Management of Health and Safety at Work Regulations 1999*.
- all significant hazards will be assessed and controls will be put in place to reduce risks to the lowest possible level.
- staff are made aware of the risks associated with their job and have access to risk assessments and safe systems of work that apply.

Risk Assessment Process

The regulations do not specify any particular methods of carrying out risk assessments but do require that the assessments focus on significant risks, are 'suitable and sufficient', duly recorded and communicated to all who may be affected.

Risk assessments can be made of tasks, activities, premises and equipment. It is often easiest to make assessments that are task or activity based (e.g. the use of play equipment or the use of PE & sport equipment) since this helps to ensure staff have safe working practices for all activities where there are significant hazards.

The format of assessments undertaken at SBC will follow the Health and Safety Executive's (HSE) five steps to risk assessment. These steps include the following:

- **Step 1:** Identify the hazards
- **Step 2:** Decide who might be harmed and how
- **Step 3:** Evaluate the risks and decide on precautions
- **Step 4:** Record your findings
- **Step 5:** Review your assessment & update with any changes.

A risk assessment form template is provided to assist with meeting these requirements. However, the risk assessor must be competent in the assessment process.

The Head Teacher must ensure that staff tasked with conducting risk assessments receives appropriate training and instruction to enable them to undertake the required risk assessments effectively enabling them to:

- Identify hazards within the school and learning environment
- Formulate appropriate action plans to control hazards and reduce risks
- Co-ordinate and implement the control measure and safe working practices.

A Health and Safety training planner is sent to community schools via email from the Health and Safety team.

### 3. Educational visits

#### Employer Responsibilities – Swindon Borough Council

As the employer, **Swindon Borough Council** has a legal duty to oversee **Educational Visits (EVs)** for all maintained schools and other Council-maintained establishments.

The Council must:

- **Monitor** the planning and management of Educational Visits.
- **Provide advice and training** to ensure visits are conducted safely and in line with legal requirements.
- **Withdraw approval** for any visit where significant concerns are identified.

All maintained establishments **must comply with this policy**. Failure to do so may result in increased liability and vulnerability in the event of an incident during an Educational Visit.

#### Guidance

Swindon Borough Council have adopted [National Guidance](#) for Educational Visits. This is an up-to-date online resource created and regularly updated by the **Outdoor Education Advisors Panel (OEAP)**. All establishments are advised to become familiar with this very relevant form of advice. When seeking advice this is the first port of call and will answer most questions.

#### Health and Safety Team

The Health and Safety Team provides advice and guidance on Educational Visits under the authority of Children's Services.

Their responsibilities include:

- Offering general advice on **Educational Visits policy**.

- Supporting schools in meeting health and safety requirements for visits.
- Facilitating the completion and review of **Educational Visits forms**.

### Outdoor Education Advisor

The Outdoor Education Advisor (OEA) offers advice to Schools and the Health and Safety Team on Educational Visits and assists in developing policy. They also advise on more complex educational visits such as those overseas or involving adventurous activities.

### Educational Visits Coordinator

All maintained Swindon schools and other maintained establishments for young people should have a designated Educational Visits Co-ordinator (EVCs) with a keen interest in the value of educational visits. They would normally develop an educational visits policy, oversee educational visits, and provide information and training for Visit Leaders (VLs) within their establishment.

### Educational Visits Risk Categories

EV Risk Category	Type of Educational Visit	System/Records
Level 1	Low level and non-complex visits. e.g., parks, museums, swimming pools etc.	EVC oversees arrangements and keeps records in house available for auditing.
Level 2	Further afield, more complex, or residential visits.	EVC oversees arrangements, EV Form submitted to H & S Team along with risk assessment's etc. for monitoring and advice or intervention.
Level 3	Overseas, complex, extended residential visits or adventurous activities.	EVC oversees arrangements, EV Form submitted to H & S Team along with risk assessment's etc. All information sent by Health & Safety Team to Outdoor Education Advisor for monitoring, further advice, or intervention.

(If in doubt please consult the Health and Safety Team)

### Educational Visits Form

Complete the **Educational Visits Form** for all Educational Visits. Level 1 trips are normally approved in-house, and the form retained. For Level 2 and 3 trips the form must be submitted to the Health and Safety department **4 weeks prior** to a proposed visit. This allows time for effective monitoring. Level 3 visits are referred to the Outdoor Education Advisor. **Risk Assessments** and any other safety related information should be included with the Educational Visits Form. The journey, free time and overnight supervision will normally need to be risk assessed specifically for each Educational Visit. **Self-lead Educational Visits** will need risk assessments for each of the activities organised. Leaders must be **competent** to deliver each activity. For activities involving significant risks (e.g., hill walking, rock climbing, canoeing etc.) relevant qualifications must be held by all activity leaders. Evidence will be required. Providers must provide risk assessments for all the activities they organise, unless they hold an Adventure Activities Licensing Authority (AALA) licence or they hold a Learning Outside the Classroom (LOtC) badge. Evidence of each will need to be submitted.

### Advice

Formal or informal advice is available from the Health and Safety Team and from the Outdoor Education Advisor.

### Visit Approval Responsibilities

The approval of visits is the responsibility of the School Head Teacher and/or the Chair of Governors. If Council Officers have serious concerns, or if significant recommended adjustments have not been implemented, the matter will be escalated by the Health and Safety Team and/or the Outdoor Education Advisor to the Service Director of Education, Inclusion and Achievement Team

Establishments should ensure they have a suitable Educational Visits Policy, and that they have a nominated Educational Visits Coordinator (EVC) who has attended an EVC course within 6 months of taking up the role or as soon as possible. They should comply with SBC Educational Visits Policy. The Educational Visits Coordinator should oversee Educational Visits within the establishment which includes monitoring and overseeing Visit Leaders who normally plan and lead individual Educational Visits.

## Training

**Educational Visits Coordinator Training** (6 hours) is provided for those new to the Educational Visits Coordinator role. The aim of the Council is to provide one of these courses each year. EVC Refresher Training (3 hours) is only for those who have previously attended EVC training and should be attended at 3 yearly intervals as an update. Visit Leader training is also available. All courses have a £10 surcharge which goes to the Outdoor Education Advisors Panel to contribute towards the cost of producing training materials and maintaining National Guidance. EVC's are encouraged to offer in-house training to Visit Leaders to help spread good practice.

## Risk Assessments

All the significant risks associated with any Educational Visit should be considered via written Risk Assessments. Where a Provider holds a Learning Outside the Classroom (LOtC) Quality Badge or AALA licence then Risk Assessments for activities they run aren't necessary. All other Providers need to supply Risk Assessments for each activity organised. Risk Assessments must also be supplied for activities that Leaders are organising, along with evidence of Leader competency.

## Choosing an Activity Provider

1. Check the Provider holds an LOtC Quality Badge. If established, then further Provider safety checking isn't necessary, though a pre-visit maybe useful.

2. If it's an **Adventurous Activity** provider and they don't hold a badge check they hold an AALA licence. If established, then further safety checking isn't necessary, though a pre-visit maybe useful.

3. If neither of the two above are held ensure that the Provider completes a **Provider Statement**, available on National Guidance. The EVC must examine this statement to ensure that all issues have been addressed appropriately by the Provider. This form should be submitted with the Educational Visits Form to the Health & Visits Team. Advice is available on the Providers Statement. Once again, a pre-visit maybe useful.

## Monitoring.

As part of "duty of care" responsibilities, the Council is required to monitor establishments and Educational Visits to ensure that the current Educational Policy is being applied. This may include the examination of Educational Visits forms and other materials submitted prior to a trip, an auditing exercise with schools to look at records and provision within the school and may also involve attendance during a school trip. These are all good opportunities for adjustments to be made where expedient to ensure good practice.

For technical advice on overseas, residential, or adventurous trips contact Outdoor Education Advisor – Cilla Withers [cilla@plaspencelli.co.uk](mailto:cilla@plaspencelli.co.uk)

For any further information contact the Health & Safety Team via email: [HandSafetyTeam@swindon.gov.uk](mailto:HandSafetyTeam@swindon.gov.uk)

## 4. Fire Safety

The Regulatory Reform (Fire Safety) Order 2005 reforms the law relating to fire safety in non-domestic premises, denotes the following duties and responsibilities:

- A general duty to ensure, as far as is reasonably practicable, the safety of employees,

- A general duty, in relation to non-employees to take such fire precautions as may be required in the circumstances to ensure that premises are safe,
- A duty to carry out risk assessment and review it

#### **The Head Teacher will ensure that:**

- A fire risk assessment is conducted and maintained on site and any remedial actions identified in the assessment are enacted to ensure fire safety compliance.
- Fire and emergency evacuation procedures will be practiced at least two times annually.
- Regular inspection, maintenance and testing of fire safety equipment.
- All staff and pupils will be given fire safety information and training. Further training would be required if there are any changes that may affect fire safety.
- Personal Emergency Evacuation Plans (PEEPs) will be in place for those who may need assistance or special arrangements (e.g., physically disabled persons or persons with limited mobility) during an emergency evacuation of the building they are occupying.

#### **Fire Risk Assessments**

The Head Teacher must ensure that a competent person shall make, record, review and where applicable, revise the Fire Safety Risk Assessment at regular intervals in accordance with the Regulatory Reform Order. They should also be carried out and/or reviewed if there has been any significant change in the physical layout of a building or staircase or a change of use.

#### **Training**

The Head Teacher must ensure that all staff are instructed and informed of the fire safety procedures to include:

- Raising the alarm
- Contacting Emergency Services
- The evacuation procedure on hearing the alarm and assembly point locations

#### **Smoking**

Smoking should not be allowed in any part of the school grounds.

#### **Emergency Evacuation Procedures**

The following general procedure can be used as guidance and adapted accordingly to suit the evacuation process of the school based on the risks identified by the Fire Risk Assessment.

All school buildings should be fitted with automated fire detection systems which are linked to a fire alarm sounder. In the absence of automated fire detection, a manual means of raising the alarm should be implemented.

#### **Evacuation of the Building**

If you hear the Fire Alarm Bell:

- Leave the building by the nearest emergency exit
- Do not stop to collect personal items
- Do not run
- Do not use the lifts (where provided)
- Make your way to the designated assembly point for your building
- Do not re-enter the building until authorised to do so.

If you discover a fire:

- Immediately activate the nearest Alarm Call Point (Break Glass)
- Leave the building by the nearest emergency exit
- Do not stop to collect personal items
- Do not run
- Do not use the lifts (where provided)
- Make your way to the designated assembly point for your building
- Do not re-enter the building until authorised to do so.

## Assembly Points

Note: Designated assembly points are only for initial response to an alarm. You may be directed to an alternative location by the police or the fire brigade in an emergency situation.

- On arrival at the assembly point, ensure there is a method to confirm everyone including all pupils have left the building and are present; e.g. head count of all students on register, staff and visitors.
- Do not leave the assembly point unless authorised to do so.
- Do not re-enter the building until authorised to do so.

## 5. Accident and Incident Reporting

It is the policy of Swindon Borough Council (SBC) to comply with Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013.

RIDDOR is the law that requires employers and anyone else with responsibility for health and safety within a workplace, to report accidents of employees and keep records of:

### I. Work related deaths

- If they occur as the result of an accident arising out of or in connection with work.

### II. Serious Injuries to workers

- A person suffers a **specified injury** as a result of an accident.
- **Over seven-day-injuries** - where an employee, or self-employed person, is away from work or unable to perform their normal work duties for more than seven consecutive days (not counting the day of the accident).
- **Injuries to non-workers** - Work-related accidents involving members of the public or people who are not at work must be reported if a person is injured, and is taken from the scene of the accident to hospital for treatment to that injury.

### III. 'Dangerous occurrences' certain, specified 'near-miss' events (incidents with the potential to cause harm.) Not all such events require reporting.

- There are 27 categories of dangerous occurrences that are relevant to all workplaces.

### IV. Reportable Occupational Diseases

- Employers and self-employed people must report diagnoses of certain occupational diseases, where these are likely to have been caused or made worse by their work.

SBC also has a responsibility to investigate and keep a record of all accidents causing injury, dangerous occurrences and occurrences of disease or ill health where they arise out of the work of SBC.

The Head Teacher is responsible for ensuring that all accidents and incidents occurring on school premises and/or learning environment are reported and investigated appropriately irrespective of the resulting injury or damage and to learn from the outcomes.

For accidents and incidents involving pupils, there are slightly different requirements for reporting under RIDDOR. Please consult with the health and safety team for incidents involving pupils if in doubt.

Accident, Incident and Investigation forms are available on Schools Hub document system.

*Accident and incidents should be reported to the LA, including employees and third parties on your site. Pupil incidents should be reported through your local reporting systems and to the SBC H & S Team where the incident is RIDDOR reportable and or where there is a potential for a claim being made.*

## 6. First Aid

First aid arrangements are to be maintained in accordance with the Health and Safety (First Aid) Regulations 1981.

The Head Teacher is responsible for ensuring that sufficient numbers of qualified first aiders will be provided having regard to the work activities being undertaken within the school environment.

Instead: The Head Teacher is responsible for ensuring that sufficient numbers of qualified first aiders will be provided with relevant training in relation to the work activities being undertaken in the school environment.

## **7. Manual Handling**

The Manual Handling Operations Regulations 1992 require the employer to "avoid, so far as is reasonably practicable, the need for any employee to engage in manual handling activities which involve a risk to their being injured."

A manual handling operation is defined as "any transporting or supporting of load (including the lifting, putting down, pushing, pulling, carrying or moving hereof) by hand or by bodily force."

The Head Teacher must ensure that appropriate manual handling risk assessments are carried out where manual handling activities cannot be avoided. Staff must be trained in control measures identified in the risk assessment to reduce the risk of injuries from manual handling operations.

The Health and Safety team provide training, planners are emailed to Community schools via email, on a 6-monthly basis.

## **8. Display Screen Equipment (DSE)**

The Head Teacher will ensure that all DSE workstations are assessed in accordance with the DSE Regulations 1992. The assessment will be reviewed whenever a new workstation is created or an existing one changed or relocated.

Staff who are designated DSE Users should be given a DSE self-assessment to complete and appropriate DSE Awareness training.

Under Health and Safety legislation, employers (i.e. schools) are required to provide members of staff who are "users" of display screen equipment (DSE) with an eye examination. Please consult with your Head Teacher on how this provision will be provided. The Corporate Health and Safety Team can be contacted for further advice.

## **9. Management of Hazardous Substances (COSHH)**

The Control of Substances Hazardous to Health Regulations 2002 requires risk assessments to be made before any substances are used in the workplace.

Material safety data sheets should be obtained for every chemical substance supplied within the school and the information used to carry out suitable and sufficient COSHH assessments before the chemical is used in the workplace.

The COSHH assessment should be made available to all staff using the chemical.

The main aim of a COSHH assessment is to eliminate the use of a harmful substance by first examining other options such as substituting the substance for a safer alternative. However, if this is not possible a full assessment needs to be conducted, giving consideration to:

- the hazardous properties of the substance
- information on health effects provided by the supplier (data sheet)
- the level, type and duration of exposure
- the circumstances of the work, including the quantity used

- activities such as maintenance where there is the potential for a high level of exposure
- any relevant Workplace Exposure Limit
- the effects of preventive and control measure which have been or will be taken
- the results of relevant health surveillance
- the results of monitoring of exposure
- the risk presented by exposure to a combination of substances

A COSHH assessment form is provided on the Swindon Hub for Education to assist with meeting these requirements. However, the COSHH risk assessor must be competent in the assessment process.

Where assistance is required, the Health and Safety Team should be contacted for guidance. See annual training planner for available health and safety training courses.

## 10. Lone Working

The Health & Safety Executive (HSE) describes a lone worker as “someone who works by themselves without close or direct supervision”. People may work alone because:

- They need to work in a separate part of the premises or at a remote site with no visual or verbal interaction with colleagues
- Their work is out of hours
- The workforce is very small
- They are mobile, i.e. travelling alone for work

It is the responsibility of the Head Teacher to:

- Identify staff who are lone workers and implement controls.
- Ensure that a Risk Assessment is undertaken to highlight all risks that lone working presents.
- Identify solutions, communications systems and training requirements for staff who work alone.
- Review working practices in order to ensure that all situations where staff are required to work alone are kept to a minimum and that appropriate solutions are in place.
- Ensure effective monitoring solutions are in place for their lone workers.

The lone working risk assessment must take account of:

- The individual’s ability to carry out their activities safely on their own in their environment
- The potential for the individual to be subject to violence & aggression
- The individual’s ability to request assistance or to withdraw safely from a dangerous situation
- The individual’s fitness to carry out the work alone
- Sudden illness or emergencies
- Effects of social isolation
- Fire safety
- Any existing precautionary measures and emergency arrangements

The above list is not exhaustive, each situation is different and individual hazards for those situations must be considered.

Examples of control measures are:

- Prevention of lone working wherever possible
- Suitable training
- Suitable emergency equipment and emergency arrangements
- Adequate supervision
- Defined work activities including written safe systems of work and risk assessment

Managers must ensure that there are procedures in place to monitor lone workers and ensure effective means of communication is maintained. These may include:

- Pre-agreed intervals of regular contact between the lone worker and the Head Teacher or other designated contact using phones, radios or email etc.;

- Manually operated or automatic warning devices which trigger if specific signals are not received periodically from the lone worker, e.g. staff security systems;
- Implementing systems to ensure a lone worker has returned to their base or home once their task is completed.
- Record of the location and timings that the person will be lone working, to be made i.e. on Outlook etc and shared with the manager and nominated check in points of contact.

Specific useful examples of these may include:

- Periodic telephone contact with lone workers
- Periodic site visits to lone workers
- Regular contact, e.g., telephone, radio, etc.
- Automatic warning devices, e.g., motion sensors, etc.
- Manual warning devices, e.g., panic alarms, etc.
- End of task/shift contact e.g., returning keys.

## 11. Violence & Aggression

All forms of violence, aggression and anti-social behaviours against SBC employees are wholly unacceptable and all efforts must be made to effectively manage the risks and avoid any emotional or physical harm.

Please ensure that all such incidents are reported, so that they can be appropriately dealt with.

Work related violence can be described as any incident, in which a person is abused, threatened or assaulted in circumstances relating to their work.

A violent and/or aggressive incident toward staff would include physical violence, threat of violence, verbal aggression, intimidation, abuse, victimisation of staff and violence directed towards property.

Employees whose jobs require them to deal with the public can be at risk from violence. This can include the school environment.

The Head Teacher is responsible for:

- Ensuring that their staff understand the standards of behaviour expected of them and that those standards are maintained.
- Implementing safe working procedures using risk assessment techniques and providing advice and support to their staff in anticipating, avoiding and managing potentially violent situations at work.
- Identifying and facilitating training needs for their staff which can include conflict management/de-escalation training.
- Ensuring that every incident of violence to staff is reported and investigated taking steps to identify and implement actions that will minimise the risk of recurrence of similar instances and informing relevant staff accordingly.
- Ensuring post-incident support measures including access to a counselling service should be brought to the attention of the victim.

### Management of Violence and Aggression

The four stage management process set out below should be followed in the prevention and management of violence or aggressive behaviour towards staff:

#### **Stage 1** Finding out if you have a problem

- Talk to staff
- Keep detailed records, i.e., record incidents
- Classify incidents into types of violence & aggression

#### **Stage 2** Deciding what action to take

- Decide who might be harmed

- Evaluate the risks
- Implement control measures
- Record the findings
- Review & revise your assessment

*Stages 1 and 2 are completed by carrying out a risk assessment.*

### **Stage 3** Take action

- Ensure employees are aware of policies and procedures
- Follow procedures properly and report all incidents

### **Stage 4** Check what you have done

- Check how well the arrangements are working on a regular basis
- Review records of incidents
- Consult with employees
- If your measures are working well, keep them up.
- If violence is still a problem, try something else.
- Go back to Stages 1 and 2 and identify other preventive measures that could work.

***It is important to remember that these four stages are not a one-off set of actions. If stage 4 shows there is still a problem then the process should be repeated again.***

Using the four stages above in developing strategies and mechanisms to mitigate the potential impact of violent behaviour, managers and staff should consider the following:

- the availability of job-specific training for example, Conflict Management training, Breakaway training, Strategies for Crisis Intervention & Prevention (SCIP) or Team Teach.
- developing a buddy system and/or other internal team approaches for managing violence and aggression, such as check off boards, use of diaries, mobile phones, etc.
- developing local strategies for managing the impact of constant low-level aggression.
- developing strategies for supporting staff who are regularly involved with the public in potentially heated situations through general work in the community.
- routinely carrying out management investigations into incidents.

## **12. Anti-Harassment and Anti-Bullying at Work Policy**

Please note this is a HR policy. It can be located on the HR page on Swindon Hub for Education.

The Council recognises that harassment and victimisation is unlawful under the Equality Act 2010. As such, harassment and victimisation on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy or maternity, race, religion or belief, sex or sexual orientation (the protected characteristics) is unacceptable and will not be tolerated.

This policy applies to anyone working for Swindon Borough Council. This includes employees, casual workers, agency workers, contractors, volunteers, interns and apprentices.

It is the Head Teachers responsibility to ensure this policy is brought to the awareness of the above applicable parties, where required.

## **13. New and Expectant Mothers**

In undertaking its duties with regards to New and Expectant Mothers the Head Teacher will:

- Ensure that the health and safety risks inherent in the activities of the school are assessed and that these assessments include the risks to females of childbearing age and, in particular, to new and expectant mothers, and their unborn baby.

- Ensure that the assessments are reviewed on notification of pregnancy, periodically as the pregnancy continues and on return to work.
- To consult with new and expectant mothers on matters affecting their health and safety
- Ensure that the necessary provisions are in place to assist and support staff who are new and expectant mothers, including appropriate welfare facilities.

The Head Teacher is responsible to:

Ensure that assessments (general and specific) consider the risks to females of childbearing age, new and expectant mothers and their unborn child, that they are reviewed on notification of pregnancy, during different stages of pregnancy and whilst breastfeeding.

Ensure the relevant support is provided, for example, an opportunity to discuss concerns relating to feeding, childcare, the working environment and shift patterns.

Be supportive and flexible, with respect to working patterns when a breastfeeding mother returns to work. This may mean changing working conditions and frequency of breaks. Additional breaks may be required that will allow a mother time to express breast milk.

New & Expectant Mothers must co-operate with school management to reduce the risk of injury, and this requires them to:

- inform the Head Teacher (1) as early as possible that they are pregnant, (2) the anticipated date of birth of the child (3) the actual date of birth of the child and (4) whether they are breastfeeding and the date of stopping breastfeeding;
- provide, if asked for by the Head Teacher, written confirmation of their pregnancy, endorsed by a registered medical practitioner or a registered midwife;

#### Assessing the Risk

On receipt of written notification from an employee that she is pregnant, has given birth within the previous six months or is breastfeeding, the line manager must conduct a specific risk assessment. The assessment must take into account any advice provided by the woman's GP or Midwife on her health. When carrying out a pregnancy risk assessment, there are some common hazards that need to be considered, these include:

- lifting/carrying of heavy load
- standing or sitting for long lengths of time
- exposure to infectious diseases
- exposure to lead
- work-related stress
- workstations and posture
- exposure to radioactive material
- exposure to chemicals
- other people's smoke in the workplace
- threat of violence in the workplace
- long working hours
- excessively noisy workplaces

If any risks are identified then the Head Teacher must take action to remove, reduce or control the risk.

During gestation, risk assessments should be reviewed at least once per trimester.

#### 14. Employee Consultation

The Head Teacher will ensure that the requirements of the Safety Representatives and Safety Committees Regulations 1977 and the Health & Safety Consultation with Employees Regulations 1996 are met.

The Head Teacher will ensure that an effective system is in place for communicating health and safety issues, information and instructions throughout the organisation. This applies to verbal, written and electronic transfer modes of communication.

Where appropriate; reports and minutes of meetings will be communicated to staff detailing decisions made as a result of discussions, accident statistics and health and safety compliance reports.

## **15. Personal protective Equipment (PPE)**

PPE will be issued to staff and visitors where necessary in accordance with the requirements of the Health and Safety at Work etc. Act 1974 the Personal Protective Equipment at Work Regulations 1992 and other appropriate Regulations.

Staff and visitors have a statutory duty to wear the PPE where required.

## **16. Safety of Tools, Plant & Equipment**

All tools and lifting equipment provided by the school must comply with the Provision and Use of Work Equipment Regulations 1998 (PUWER) and Lifting Operations and Lifting Equipment Regulations 1998 (LOLER).

Any tool, or plant or equipment, must comply with British and EU standards, must be maintained and inspected regularly to ensure safe working conditions.

Any tool, plant or equipment which is found to be in an unsafe condition will be either removed from use until repairs can be made or, in cases where this is not practicable, unsafe tools, plant or equipment will be clearly identified to all concerned and will not be used until replaced or made safe.

Staff are instructed to report defects to the Head Teacher.

All electrical tools, plant and equipment used by the service area are subject to the Electricity at Work Regulations 1989 and must, before use, be tested by a competent person.

## **17. Working at Height**

A place is 'at height' if a person could be injured falling from it while undertaking work activities, even if it is at or below ground level.

It is the policy of SBC to comply with the Work at Height Regulations 2005 (as amended) to do all that is reasonably practicable to prevent anyone falling, where there is a risk of a fall liable to cause personal injury.

### **Risk Assessment**

If work at height cannot be avoided, then a risk assessment must be carried out for all such activities. You do not have to do a work at height risk assessment for tasks that pose a very low or trivial risk, such as using a kick stool to access shelves in a classroom. However, these activities must be included in your general risk assessment. You must make sure equipment is well maintained, and that employees are given appropriate training to make sure that they don't overload or overreach.

Examples of what to consider in your work at height risk assessment include the:

- work activity
- equipment to be used
- duration of the work
- location where the work is to take place, as there could be hazards, such as overhead power lines, open excavations, underground services or microwave transmitters etc.
- working conditions, such as weather conditions and lighting
- condition and stability of existing work surfaces

- physical capabilities of those carrying out the work, for example, vertigo sufferers. This is also linked to whether they will be working alone, as they need to be medically fit and capable of doing this.

## Planning

Any work at height needs to be planned and organised **in advance** of the activity. You must:

- make sure that no task is done at height, if it is safe and reasonably practicable to do it without working at height
- take account of your risk assessment for the activity
- make sure that the work is: – properly planned, including the selection of equipment,
  - carried out in as safe a way as is reasonably practicable, and
  - appropriately supervised. For example, the use of fall arrest equipment will require a higher level of supervision
- plan for emergencies and rescue. For example, if a person falls while using a fall arrest system, how will they be rescued?
- take account of the weather conditions. You must postpone tasks if weather conditions endanger health and safety. This could be due to high winds or where low temperatures or rain make surfaces slippery.

If the activity is not high risk and occurs regularly, think about developing a standard safe system of work or procedure, rather than creating a formal plan each time the task is carried out.

## Hierarchy of Controls for Work at Height

A simple hierarchy for managing the risks and selecting equipment for work at height is given in the Work at Height Regulations 2005. This is:

### I. **Avoid work at height where you can**

Is it reasonably practicable to do the work safely from the ground?

### II. **Prevent falls**

Use work equipment or other measures to prevent falls, where you cannot avoid working at height.

### III. **Minimise injuries**

Where you cannot eliminate the risk of a fall, use work equipment or other measures to minimise the distance and consequences of a fall should one happen.

This must be followed systematically. **Only** consider the next level when it has been checked that the previous one isn't reasonably practicable. So it is not acceptable to select work equipment from lower down the hierarchy, for example, personal fall arrest such as harnesses, without considering whether the work at height can be avoided altogether.

This hierarchy is the key part of the risk assessment process, and will help you decide what is reasonably practicable for the task. It does not specify the equipment needed; it is up to the assessor to decide.

It is not necessary to implement all parts of the hierarchy if the risks are adequately controlled by one part. For example, if a fully boarded and guarded scaffold platform was being used, employees wouldn't be expected to also wear personal fall arrest equipment.

## 18. Control of Contractors

Contractors are routinely employed to undertake a wide range of construction work activities on School premises. This policy does not apply solely to building works, but to all works undertaken by contractors working at or for the school. All work undertaken on school premises that affects the construction or fabric of a building or other permanent structure, or which adds, modifies or removes any services in a building or which involves any disturbance to the ground must be managed and controlled by the School's Management.

No contractor should be allowed to work on school premises without knowledge of their competency to carry out the work and having carried out a risk assessment. A safe system of work and/or method statement must be established and documented where necessary.

The following five steps must be followed in the management of contractors and to ensure safe working:-

1. Selection of Contractors
2. Planning the Work
3. Control on Site
4. Monitor of the work
5. Reviewing of the Work

These practical steps are outlined below.

### **Selection of Contractors**

Contractors invited to work at the school must be made fully aware of the standards of health and safety which the school expects. They must be given information about the job. Only competent contractors with relevant professional qualifications must be employed and must (if required) be able to:

- Demonstrate competence in the management of health and safety matters;
- Provide information on policies and procedures for the management of health and safety during a project;
- Provide a copy of their written health and safety policy (where applicable);
- Show how they will ensure health and safety if they employ subcontractors;
- Provide information on their past performances, e.g. accident/dangerous occurrences statistics, enforcement action by the Health and Safety Executive.

### **Planning the Work**

The work having regard to:

- Consultation between the School's Site Contact/Project Manager, other relevant Stakeholders and the Contractor;
- The need for any statutory assessments under the Management of Health and Safety at Work Regulations, e.g. COSHH, Manual Handling, LOLER, Noise, etc.;
- The need for hazard identification and risk assessments;
- The environmental impact of the work;
- The timing and segregation of multiple contractors so that the activities of one does not create risks for the other;
- The demarcation of the work area;
- The need for any permit to work

The School's management must satisfy itself that it holds suitable and sufficient information regarding the competency and health and safety performance of any contractor it may employ.

### **Control on Site**

The School's Site Contact/Project Manager will be responsible for liaising with the contractor and ensuring appropriate standards of health and safety with regard to the contracted work. Such standards may include and are not limited to:

- School policies & procedures for contractors to adhere to
- Start and finish times
- Safeguarding
- Site access & security
- Emergency procedures
- Segregation of the works site and the school
- Interference to the normal activities of the school, staff and pupils
- Contractor behaviour while on the school premises
- Contractor adherence to non-smoking policy

- Contractor parking
- Contractor waste removal
- Use of school property, tools or equipment
- Safety of contractor equipment
- Exposure of staff and pupils to hazards created by the contractor.

### **Monitor & Reviewing of the Work**

The School's Site Contact/Project Manager (where appropriate) will:-

- Liaise with the contractor during the works and if defects are identified, ensure effective action is taken to correct them;
- Review the contractor's overall performance in relation to the contract, including health and safety performance.
- Keep appropriate records.

### **19. Asbestos**

The School's management must ensure as far as is reasonably practicable that no persons are exposed to risks to their health due to exposure to any asbestos containing materials that may be present on the school premises. This is known as the 'duty to manage'.

The School's management must ensure that:

- all its operational premises constructed before 2000 will be surveyed to identify any asbestos that may be present therein;
- a register recording the results of such surveys will be compiled and maintained with updated records of all treatment or removal works;
- an appropriate system is implemented for the effective management of all asbestos identified in the registers. This includes action to take should asbestos be disturbed
- all asbestos identified as posing unacceptable risks to health & safety is removed or treated as appropriate to eliminate the risk or reduce to an acceptable level under an immediate and continuing programme;
- all asbestos identified as safe to leave undisturbed is properly labelled where appropriate, and subjected to periodic inspection and re-assessment at regular intervals;
- all existing or newly appointed staff who may be at risk of occupational exposure to asbestos fibres are made aware of the hazards of asbestos and appropriate precautions to be taken;
- records of such training will be kept and maintained on file;
- all contractors working for the school are made aware of the presence of asbestos and can refer to the registers at any time during normal office working hours;
- only trained and licensed contractors undertake asbestos works on school premises.

### **Surveys to Properties**

Surveying, sampling and assessment of asbestos-containing materials should be undertaken for all premises (**built pre-2000; i.e. before asbestos use was banned in the UK as a building material at the end of 1999**).

This will either be:

- I. Management Survey undertaken to identify any suspected asbestos containing materials or
- II. Refurbishment & Demolition Survey where any refurbishment or improvement works involving demolitions or alterations to the fabric of a building is proposed.

Asbestos surveys should only be carried out by experienced qualified asbestos surveyors. The frequency of inspection will be determined according to building use and occupancy and the amount and type of asbestos present.

### **Asbestos Registers**

The Asbestos Register should be maintained and updated on a regular basis as and when further surveys are completed. Any contractor who may be carrying out works in an area where asbestos may

be present should be provided with the information detailed in the Asbestos Register when works instructions are issued.

It is essential that this information is available to all Contractors prior to carrying out work within the school's premises.

### **Asbestos Management Plan**

The Control of Asbestos Regulations 2012 requires the school's management to prepare a written asbestos management plan. The plan should set out how the risks from asbestos are to be managed and the procedure for ensuring that staff and pupils do not disturb asbestos containing materials. The amount of information that needs to be provided in the plan will vary considerably depending on the size and complexity of the school building.

The school's management is required to monitor the implementation of the management plan and to conduct periodic reviews to ensure the on-going suitability of the actions recorded.

### **Use of Licenced Asbestos Contractors**

The Control of Asbestos Regulations 2012 requires contractors to be licensed by the HSE if they undertake work with asbestos. This applies in all instances other than where;

- the exposure of employees to asbestos fibres is sporadic and of low intensity;
- it is clear from the risk assessment that the exposure of any employee to asbestos will not exceed the control limit; and
- the work involves
  - I. short, non-continuous maintenance activities,
  - II. removal of materials in which the asbestos fibres are firmly linked in a matrix
  - III. encapsulation or sealing of ACMs which are in good condition, or
  - IV. air monitoring and control, and the collection and analysis of samples to ascertain whether a specific material contains asbestos

Subject to the exceptions listed above, the school's management must ensure that only contractors in possession of a valid HSE licence for work with asbestos are appointed to undertake such works. The licence must be valid for the whole of the period when the work is carried out.

## **20. Legionella (Water Hygiene)**

Legionella is a type of aerobic bacterium that is found predominantly in warm water environments which causes Legionnaire's Disease; a form of pneumonia caused by the legionella bacteria. Within building environments, it presents itself within the water systems.

The School's management must ensure the health and safety of all and others who come to work or visit the school's premises from the risk of infection presented by Legionella bacteria present in water systems and to implement the standards of HSE Approved Code of Practice (L8), so far as is reasonably practicable.

### **Control Methodology/Principles of Control**

The school's management must ensure that equipment is serviced (including inspection, cleaning and disinfecting) and maintained to the standard required to control legionella bacteria.

The risk from exposure will normally be controlled by measures which do not allow the proliferation of legionella bacteria in hot & cold water systems and reduce exposure to water droplets and aerosol. Precautions should, where appropriate, include the following:

- controlling the release of water spray;
- avoiding water temperatures between 20°C and 45°C. Water temperature is a particularly important factor in controlling the risks;
- avoiding water stagnation, which may encourage the growth of biofilm;

- avoiding the use of materials in the system that can harbour or provide nutrients for bacteria and microbial growth;
- keeping the system clean to avoid the build-up of sediments which may harbour bacteria (and also provide a nutrient source for them);
- the use of a suitable water treatment programme where it is appropriate and safe to do so; and
- ensuring that the system operates safely and correctly and is well maintained.

The school must ensure records of servicing and maintenance are kept.

### **Documentation – Risk Assessment**

- A **Legionella Risk Assessment** should be carried out by a competent person where there is a foreseeable risk of exposure to *Legionella* bacteria. Significant findings of risk assessment must be recorded at the premises. If the assessment has shown that there is a reasonably foreseeable risk of exposure to *Legionella* bacteria, there must be a written scheme in place to control that risk.
- The written scheme for controlling the exposure must be implemented and properly managed. The scheme must include instructions on the operation of the system and details of the precautions to be taken to control the risk of exposure to *Legionella* bacteria, including checks and their frequency.
- The recommended inspection frequencies should be based on Appendix 1 of the Health and Safety Commission Approved Code of Practice and Guidance L8: “Legionnaires disease - The control of Legionella bacteria in water systems”.
- All records must be kept at the premises. They must be maintained and managed under the control of the school’s premises manager, and retained for a period of at least 5 years following expiry.

### **Monitoring, Inspections & Checks**

To control the risk of infection, a temperature monitoring programme should be carried out on a monthly basis in all premises. All results are to be recorded on the temperature monitoring log sheet and retained.

Expectations: cold water below 20°C after running for 2 minutes, hot water above 50°C within 1 minute of running outlet, with a maximum temperature of 60°C.

**Note:** A reduced temperature of 43°C should be employed where the **risk of scalding** is present in areas where children under 8 years old have access.

### **Water Analysis**

In the event of additional water analysis being required, a competent service contractor shall attend the sites as required and take samples. They shall provide a standard of service described in the Code of Conduct for Service Providers produced by the British Association for Chemical Specialities and the Water Management Society and hold a current registration certificate issued by the same organisation.

### **Taps**

- To ensure safety, water temperature should be taken by calibrated thermometer and recorded on monitoring sheets on a monthly basis.
- Water temperatures at the first and last taps on a circulating system on each loop should be checked on a monthly basis and a record kept of the water temperatures and date.
- Cold water taps must be run for at least 2 minutes and the water should be less than 20°C.
- Hot water taps should reach 50°C one minute after turning on the flow temperature from the heating device (e.g. plate exchanger) should be 60°C minimum and the return of minimum of 50°C.

### **Monitoring Effectiveness of Thermostatic Mixing Valves (TMVs)**

Although thermostatic controls are designed to be fail-safe, there is evidence that this will not always be the case, regular monitoring and safety checking of the operation of these devices is essential.

The tap should be run for at least a minute before temperature is taken. If there is a thermostatic mixing valve on the first or last tap on a recirculating system, the temperature of the water supplying it should

also be measured, a surface temperature probe may be needed for this. Advice must be sought when the correct temperature is not delivered.

### **Vulnerable Groups & Scalding**

A reduced outlet temperature of 43°C should be used for taps on sinks, baths and showers for areas where children under 8 and other vulnerable people have access. Controlled outlets (TMVs) will therefore be necessary.

### **Domestic Hot Water Systems**

Domestic hot water should be stored at 60°C and distributed with a flow return temperature of 50°C minimum.

If more than 15 litres of hot water is stored, then the generator is classed as a Calorifier. If 15 litres or less of hot water is stored, then the generator is classed as a Water Heater.

The storage calorifiers should be designed and installed to ensure that the total volume of stored water is heated and maintained at 60°C. Temperatures should be recorded and kept on the school's premises.

### **Calorifiers**

This classification shall be applied to Hot water generators with a storage capacity greater than 15 litres. Monthly temperatures are to be taken and recorded on the water storage temperature log sheet. Expectations, water leaving calorifier at 60°C returning at 50°C or above.

### **Cold Water Storage tanks**

The stored cold water should not be more than 20°C and must not increase by more than 2°C above the incoming water supply. If an abnormally high storage temperature is recorded, the incoming water supply temperature must also be recorded, and entered in the comments field on the cold water tanks inspection sheet. If the differential temperature between the incoming and stored water is greater than 2°C, the water should be run off and monitoring continued until the situation is resolved.

### **Showers/Shower Heads & connecting hoses**

Each showerhead and associated hose should be chemically cleaned and de-scaled on a quarterly basis. A Competent Service Contractor should carry out the work and a record kept.

### **Legionella - Flushing and Purging Infrequently Used Outlets**

There is a possibility that the bacteria might start to grow in parts of the water system when not in regular use. If this happens, it is most likely to occur in water which has been in the pipes immediately leading to shower heads or taps since these are off the main system through which water is constantly being circulated.

Regular flushing through on a weekly basis should ensure that any contamination that might occur is kept at a low level.

### **Flushing**

When flushing showerheads and taps that have not been used for 7 days or more it is the first quantity of water that might be contaminated. Once this water has run through the risk is minimal. Therefore, it is the first 30 seconds to 1 minute when the risk is greatest and it is essential that staff avoid contact with spray from outlets during this first flush through.

### **Showers**

Run water from the hot and cold supplies or warm if on a single mixer tap, through the showerhead for 5 minutes if not in use for a period of 7 days. Showerheads are designed to produce spray, which is why they should be run through a bucket of water so that no spray escapes into the atmosphere. In the absence of a bucket of water take the showerhead off the bracket, and if possible lay it in the bath or shower tray before turning the taps on very low so that water flows gently out of it. If this is not possible point it into the base of the shower tray or bath. After 1 minute, the flow rate can be increased. If the

showerhead is fixed, run the shower head very slowly for 1 minute then increase the flow for a further 4 minutes.

### **Taps**

Run water from the hot and cold supplies, or warm if on a single mixer tap, through tap(s) for 5 minutes, if not in use for a period of 7 days. The water should be run slowly to avoid spray for 1 minute and can then run faster for a further 4 minutes.

### **Purging**

Where it is difficult to carry out weekly flushing, the outlet concerned needs to be purged to drain before the outlet is used normally. Therefore the following procedure should be utilised:

- Open the outlet slowly at first. It is important that this is done with the minimum production of spray. It may be necessary to use additional piping to purge to drain if it is envisaged that spray may be produced.
- Run the outlet for 5 minutes before using the outlet.

Records should be kept detailing the time, date, location and name of the person who carried out the purging procedure. It is envisaged that this procedure will only apply to outlets that are in areas difficult to access regularly and that all of the accessible outlets will be flushed weekly.

## **21. Electrical Safety**

Electricity is present in all schools and is used by all employees. This policy is in place to ensure that electrical systems and equipment are safe and that arrangements are in place to protect against risks from electrical hazards in compliance with the Electricity at Work Regulations 1989.

Where the normal use of electrical equipment presents a significant risk a risk assessment must be undertaken. The use of well-maintained electrical equipment for the purpose for which it was intended may not require a risk assessment.

No works, repairs or modifications to fixed electrical equipment or electrical appliances may be undertaken unless they are undertaken by an authorised and competent person. Where work to the fixed electrical system is undertaken, that it complies with the 17th Edition of the IEE regulations and is undertaken by competent and qualified persons and a suitable certificate is provided on completion.

### **Electrical Equipment & Appliances**

#### Use of electrical equipment

Where electrical equipment or appliances are to be used outdoors or in hazardous environments a suitable risk assessment shall be completed. All electrical equipment used outdoors is required to have residual current protection (RCD). The RCD used to provide this protection is required to have a residual operating current not exceeding 30mA.

The socket outlet used to supply equipment used outdoors should have RCD protection and this is normally provided by an RCD installed in the consumer unit or distribution board. A suitable waterproof externally mounted socket outlet incorporating residual current protection may be used where the rating does not exceed 30mA. If there is any doubt a plug-in portable RCD device/RCD adaptor should be used.

#### Repair of electrical appliances

No repairs or modifications to electrical appliances are to be carried out unless they are undertaken by an authorised and competent person. Where repairs are carried out the equipment must be subjected to combined inspection and testing.

#### Servicing and testing of electrical appliances

Servicing of electrical appliances should be undertaken in accordance with any instructions from the manufacturer. All electrical appliances must be routinely examined to ensure that they are safe.

There are three levels of examination which should be undertaken; user checks, formal visual inspection and detailed inspection and testing. The frequency of inspection and testing will be based upon an assessment which considers the following:

- The environment in which the equipment is used
- Frequency and type of use to which the equipment is subjected
- The age and condition of the equipment
- The level of portability of the equipment.

#### User checks

Approximately 95% of faults and damage to electrical appliances can be identified by visual inspection. A brief visual inspection should be carried out on frequently used or movable equipment each time it is used.

#### Formal visual inspection

In addition to user checks, equipment which is frequently used or which is used in harsh conditions should receive a formal visual inspection. Examples of equipment that might require formal visual inspection include hand held equipment e.g. workshops, handheld/movable equipment which is frequently used outside. The necessity and frequency of formal visual inspections should be based upon a risk assessment but must not exceed six months.

A formal visual inspection should be undertaken routinely by a trained and competent person. The formal visual inspections should be recorded. The formal visual inspection should not include taking the equipment apart. This should be confined, where necessary, to the combined inspection and testing.

#### Combined visual inspection and testing

The school's management should ensure that an inventory of all electrical appliances is prepared and maintained with the individual identification number for all equipment is recorded.

Electrical appliances must be inspected and tested on a regular basis and a suitable label affixed. The label should indicate:

- the date of test
- the item identification used within the equipment inventory.

### **Fixed Electrical Systems**

#### Servicing and testing of fixed electrical system

The school's management must ensure that all fixed electrical systems at premises are inspected and tested in accordance with the 17th edition of the IEE Wiring Regulations BS7671:2008.

	Maximum interval between testing:
Corporate buildings / offices including <b>schools</b>	5 years

The competent person undertaking the testing must provide a certificate and this must be kept along with records of maintenance undertaken.

#### Repair and alteration of fixed electrical systems

No repair or modification to fixed electrical installation may be undertaken unless they are undertaken by an authorised and competent person who is accredited with NICEIC, ECA or an equivalent organisation. Any alterations must comply with the requirements of the 17th Edition of the IEE Wiring Regulations. On completion of the work a certificate must be issued which must be retained by the school's management.

#### Live Working

"Live working" is working on or near equipment that is at a voltage as a result of being connected to a source of electricity. The live parts are accessible so that they can be touched either directly or indirectly by means of some conducting object.

“Live” working must not be undertaken unless there is no other method of undertaking absolutely essential work. If live working is to be undertaken, a safe system of work must be produced and followed and this system will comply with the requirements of HSG 85 Electricity at Work – Safe Working Practices.

No person may work on or near live conductors or equipment unless:

- It is not reasonably practicable for it to be dead; and
- Suitable and sufficient precautions are in place to prevent injury.

#### Earthing / bonding

Adequate earthing of equipment and fittings is required and should be maintained during refurbishment works particularly in kitchens and toilets during refits. The use of competent contractors will normally ensure that earthing is reinstated or installed where necessary.

#### Electrical distribution boards/cupboards/substations and plant rooms

Materials must not be stored on or in distribution boards, cupboards and substations as they may present a fire hazard and restrict access for isolation. Access to these facilities must be restricted to authorised personnel only and this is normally achieved by them being securely locked.

Electrical distribution boards/cupboards/substations must display signage to warn of the danger of unauthorised access.

#### Lightning protection systems

Where lightning protection systems have been installed in a premise they must be adequately maintained. The main equipotential bonding conductors for the system should be tested every 5 years as part of the fixed electrical system test.

## **22. Gas Safety Management**

The Gas Safety (Installation and Use) Regulations 1998 set out the requirements for landlords to inspect and service gas installations on an annual basis. These sit within the wider context of the Health & Safety at Work etc. Act 1974 and the Management of Health and Safety at Work Regulations 1999.

The key aim of this policy is to ensure the safety of gas installations in SBC properties. In undertaking its duties under the Gas Safety (Installation and Use) Regulations 1998, SBC will;

- ensure that all reasonable steps are taken to ensure that an annual gas safety check is undertaken in all properties under their control.
- ensure that gas appliances and flues are maintained in a safe condition, annual safety checks are carried out, and records maintained.

The Schools management will ensure:

- that gas appliances and flues are maintained in a safe condition, annual safety checks are carried out, and records maintained.
- that all appliances will be maintained to a safe standard through the use of Gas Safe registered gas engineers.
- the inspection and testing of gas installations and gas appliances is conducted.
- where the testing of gas installations and gas appliances identifies that remedial works are required the remedial work is undertaken in an identified timescale or is taken out of use.
- that where work has been undertaken on gas installations and gas appliances the appropriate certificate is obtained from the contractor on completion and is retained.
- arrangements are in place to ensure that damaged or defective equipment is taken out of use immediately and use is prevented until suitable disposal or competent repair is arranged.

- that all gas safety incidents and dangerous occurrences are reported immediately to the relevant enforcement authority. Where the school is a SBC community school, report also to the Property Maintenance department and the Corporate Health and Safety Team.

SBC has client or landlord responsibilities for community schools depending on the terms of occupancy and who manages the budget for maintaining school buildings. As such SBC must ensure suitable arrangements are in place for the annual maintenance of all gas appliances / equipment and effective systems.

As schools have delegated budgetary and operational responsibility for maintaining their buildings, the landlord’s responsibility for gas safety management is also delegated to the schools management as detailed below:

Type of School	Responsibility
Foundation School, Voluntary Aided Schools	Governing Body
Voluntary Controlled Schools	Head Teacher
Community Schools	Head Teacher
Academy Schools	Head Teacher
Private Finance Initiative (PFI) Schools	Facilities Management Contractor

**Note:** In addition to Gas Safety management, this delegated responsibility grid can also be applied to **all** building safety compliance highlighted in this policy document to include:

- Asbestos Management
- Electrical Safety
- Fire Safety
- Water Hygiene (Legionella Monitoring)