

# Stewards Academy

Parnall Road  
Harlow  
Essex  
CM18 7NQ



|   |                                    |                              |                            |                    |   |
|---|------------------------------------|------------------------------|----------------------------|--------------------|---|
| <b>POLICY NAME</b>  | Health Safety and Wellbeing Policy |                              |                            | <b>POLICY NO.</b>  |   |
| <b>EFFECTIVE DATE</b>   | 13/12/23                           | <b>DATE OF LAST REVISION</b> | 13/12/23                   | <b>VERSION NO.</b> | 4 |
| <b>REVIEW FREQUENCY</b>   |                                    |                              |                            |                    |   |
| <b>ADMINISTRATOR RESPONSIBLE</b>  | Academy Facilities Manager         |                              | <b>CONTACT INFORMATION</b> |                    |   |
| <b>APPLIES TO</b> apply group names to define applicable areas of staff |                                    |                              |                            |                    |   |
| <b>GROUP 1</b>  |                                    | <b>GROUP 2</b>               |                            | <b>GROUP 3</b>     |   |
| <b>GROUP 4</b>  |                                    | <b>GROUP 5</b>               |                            | <b>GROUP 6</b>     |   |

| VERSION HISTORY |  |                                |                                |        |
|-----------------|--|--------------------------------|--------------------------------|--------|
| VERSION         | APPROVED BY                            | REVISION DATE                  | DESCRIPTION OF CHANGE          | AUTHOR |
| 1               | Finance and General Purposes Committee | 16 <sup>th</sup> March 2016    | Approved                       |        |
|                 | Full Governing Body                    | 8 <sup>th</sup> June 2016      | Statement of Intent - Approved |        |
| 2               | Finance and General Purposes Committee | 15 <sup>th</sup> May 2019      | Approved                       |        |
|                 | Full Governing Body                    | 12 <sup>th</sup> June 2019     | Statement of Intent - Approved |        |
| 3               | Resources                              | 19 <sup>th</sup> October 2022  | Approved                       |        |
|                 | Full Governing Body                    | 7 <sup>th</sup> December 2022  | Statement of Intent - Approved |        |
| 4               | Trust Board                            | 13 <sup>th</sup> December 2023 | Reviewed and approved          |        |
|                 |  |                                |                                |        |
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## **Stewards Academy Trust - Statement of Intent**

The Trust Board is committed to ensuring that high standards of health, safety and well-being are provided and maintained in order that there is a safe and healthy working environment for all staff, pupils and visitors.

The Trust Board recognises that health, safety, and well-being is a management responsibility of equal importance to service delivery and needs to be considered an integral part of the Academy provision.

Managers and employees at all levels are expected to ensure high standards of health, safety and wellbeing in their area of responsibility as outlined in this policy and associated standards.

This policy sets out the key responsibilities of the Trust Board, Headteacher, Managers, all employees and other key staff.

It also outlines how health and safety is organised within the Academy and signposts all employees to the detailed arrangements for implementing the policy through risk assessments and standards.

All employees have responsibilities under the Health and Safety at Work Act, and any breach of these could lead to prosecution of the Academy and/or individual employees. Failure to comply with the health and safety standards could also result in disciplinary action.

This statement, policy and arrangements were approved by the Trust Board on 13<sup>th</sup> December 2023.

## **Organisation and Responsibilities**

- 1.1 Responsibilities – Trust Board
- 1.2 Responsibilities - Headteacher
- 1.3 Responsibilities – Academy Health & Safety Co-ordinator
- 1.4 Responsibilities – Line Managers
- 1.5 Responsibilities - Subject Leaders
- 1.6 Responsibilities – Class Teachers
- 1.7 Responsibilities - Technical Staff
- 1.8 Responsibilities - Site Staff
- 1.9 Responsibilities – All Employees
- 1.10 Responsibilities – Safety Representatives
- 1.11 Responsibilities – Pupils
- 1.12 Responsibilities – Academy Visits
- 1.13 Responsibilities – First Aid
- 1.14 Responsibilities – Evacuation Marshal
- 1.15 Responsibilities – Senior Person (Evacuation)

## **2- General Arrangements for Implementing the Health, Safety and Well-being Policy**

- 2.1 Local Arrangements within the Academy
- 2.2 Health and Safety Competence and Capability
- 2.3 Consequences of Non-Compliance with the Academy's Health and Safety Policies and Standards
- 2.4 Accident/Incident Reporting & Investigation
- 2.5 Communication
- 2.6 Health and Safety Consultation
- 2.7. Health and Safety Monitoring and Auditing
- 2.8 Health and Safety Risk Assessments

## Responsibilities

### 1.1 Trust Board

The Trust Board as the employer is responsible for health and safety and therefore ensuring compliance with relevant legislation. This includes legal duties as controllers of the premises.

Trustees' duties include:

Control:

- Taking reasonable steps, to make sure that the Academy buildings, grounds, equipment, and materials are safe and do not put the health, safety and well-being of persons at risk whilst they are on the premises.
- Ensuring that appropriate arrangements are in place to comply with statutory requirements.
- Ensure that statutory requirements are considered in determining the allocation of resources.

Competence and Capability:

- Ensuring that the policies and procedures used by the Academy for recruitment, induction, staff development, performance management and capability include information in relation to health and safety competence and compliance.
- Ensuring health and safety is part of the performance management of the Headteacher.
- Ensuring that the Headteacher has an appropriate workload, in support of a reasonable work/life balance, having regard to his/her health and Well-being.
- Having regard to their own competence and capability before offering advice or undertaking work that may affect the health and safety of Academy activities.

Planning and Implementation:

- Ensuring that anyone appointed to undertake construction and maintenance work on the Academy premises is competent to do so and that any construction work is carried out in accordance with the Construction, Design and Management (CDM) Regulations.
- Ensuring that a property consultant is used to assist with the appointment of a competent CDM coordinator before any notifiable construction or demolition work is undertaken on the site. Notifiable projects are those likely to last more than 30 days or involve more than 500 person days of construction work.
- Ensure there is the appropriate budget available for the Academy's health and safety provision.

Monitoring:

- Taking an active part in monitoring health and safety standards in the Academy, by requiring the Headteacher to provide regular reports on health and safety performance to the Trust Board. Such reports should provide information on action taken in response to outcomes of:
  - Academy health and safety inspections, monitoring checks and incident investigations.
  - Health and safety investigations and inspections carried out by enforcing bodies (e.g. Health and Safety Executive, Fire and Rescue Service, Environmental Health).
  - Other serious incidents investigated by the Headteacher or other member of staff.
  - Any surveys carried out by the Academy, which provides data that relates to employee health, safety, and well-being.
- One member of the Trust Board is nominated to act as the representative for health and safety management.

Review of the Policy (updated Dec 2023):

- The Trust Board are responsible for ensuring that this policy is reviewed and implemented effectively within this Academy. They are responsible for naming a person, employed by the Academy, who has

overall responsibility for the policy implementation. It has been agreed that the Headteacher will have overall responsibility for implementing this policy. This person will be responsible for ensuring that:

- The Policy is formally reviewed every 2 years or sooner as legislation or experience dictates.
- Sufficient staff are suitably trained to oversee and implement the requirements of the policy.
- All staff are aware of their individual responsibility.

## **1.2 Headteacher**

Control:

- Ensuring there are appropriate arrangements in the Academy for implementing the Academy's Health, Safety and Well-being Policy, and ensuring that the Policy and arrangements are effectively communicated and implemented.

Co-operation:

- Ensuring systems are in place for consultation with all employees and that, if in place, the Trade Union appointed safety representatives can carry out their functions.
- Demonstrating health and safety leadership by ensuring health and safety is given equal importance to service delivery.
- Ensuring there are appropriate arrangements in place for co-operation and co-ordination with other users of the Academy site and that, where necessary, joint health and safety arrangements are recorded and agreed.

Communication:

- Ensuring appropriate arrangements are in place for communication of health and safety to all employees, agency workers, contractors, visitors, volunteers, and pupils.
- Ensuring that health and safety standards are made available to relevant employees.

Competence and Capability:

- Ensuring that all employees are competent and have the capability to carry out their role/function in relation to health, safety, and well-being.
- Ensuring the Academy's health and safety standards are implemented.
- Ensuring there are arrangements in place for managing risks arising from the Academy's activities or premises.

Monitoring and Review:

- Ensuring systems are in place for monitoring and reviewing health and safety in the Academy.
- Ensuring that actions arising from monitoring reports are carried out.
- Regularly reporting Academy health and safety performance to the Trust Board.

Premises Management:

- Ensuring there are arrangements in place for the management of the premises on a day-to-day basis.
- Ensuring premises management tasks are delegated to a suitably competent facilities manager, coordinator or a competent property consultant.

## **1.3 Health and Safety Co-ordinator**

The Facilities Manager has been appointed as the Health and Safety Co-ordinator for the Academy and is responsible for:

Control:

- Establishing arrangements for the effective co-ordination of health and safety throughout the Academy.
- Supporting the Headteacher and Subject Leaders in co-ordinating the development, review and revision

of the Academy's Health and Safety Policy, standards, and risk assessments. Co-operation:

- If requested, setting up arrangements for consulting with employees on health and safety.

Communication:

- Setting up arrangements for the effective communication of health, safety and well-being information relevant to all staff, pupils, visitors, contractors and volunteers.
- Ensuring health and safety concerns raised by employees are brought to the attention of the appropriate senior manager.
- Ensuring that the Headteacher / Leadership Team is kept informed of health and safety issues by including them on the agenda of LT meetings.

Competence:

- Co-ordinating the identification of health and safety training and development needs to meet the requirements of the Academy's health and safety policies, standards and risk assessments.
- Ensuring that records of health and safety training and development are maintained by the Academy.

Planning and Implementation:

- Supporting the establishment of adequate arrangements for:
  - First aid
  - Fire and emergency evacuation
  - Reporting of health and safety incidents, hazards and concerns - Other day-to-day health and safety procedures as needed.

Monitoring

- Co-ordinating arrangements for monitoring of health and safety standards within the Academy.

Premises Management

- Overseeing the management of premises related health and safety risks to employees and other premises users or visitors.
- Co-ordinating and ensuring compliance with premises related standards and assessments.

## **1.4 Line Managers**

Line Managers are responsible for implementing the Health, Safety and Well-being Policy within their area of control. They will need to ensure that:

- Appropriate health & safety information is held within the Department/Section.
- The Health, Safety and Well-being Policy is complied with, and appropriate safety signs or notices are displayed.
- Assessments for all risks to health and safety are carried out, the significant findings recorded, and the control measures as detailed in the risk assessment are implemented.
- Relevant health and safety information is communicated to staff.
- All accidents occurring in the Department/Section are reported; the causes are investigated, and an accident report form is completed.
- Reasonable arrangements for allowing Safety Representatives to carry out their functions are complied with.
- Health and safety training needs of staff within the Department/Section are identified and met or reported to Headteacher.
- Staff are aware of the fire procedures.
- New employees receive appropriate health and safety information, instruction and training, including Departmental safety procedures.

## **1.5 Subject Leaders**

Subject Leaders are responsible for implementing the Health, Safety and Well-being Policy within their Department.

Subject Leaders will need to ensure that:

- Equipment within the Department is maintained in a safe condition. To achieve this, the Subject Leader will ensure that the equipment is subject to regular inspections by competent staff and an annual maintenance programme is in place and documented.
- Termly inspections are undertaken to identify hazards and unsafe acts and omissions within the Department, and an action plan is produced to ensure that any issues identified are resolved.
- New employees receive appropriate health and safety information, instruction and training, including Departmental safety procedures.
- Records are maintained of the Department's health & safety activities.

## **1.6 Class Teacher**

The health, safety and well-being of pupils in classroom, laboratories and workshops is the responsibility of the class teacher.

A class teacher is expected to:

- Be aware of, and follow, health and safety guidance.
- Exercise effective supervision of pupils and ensure that they know of the general emergency procedures in respect of fire and first-aid and the special safety measures of the teaching area.
- Give clear instructions and warnings as often as necessary (notices, posters, hand-outs are not enough).
- Ensure that pupils' coats, bags, cases etc., are safely stowed away; integrate all relevant aspects of health, safety and well-being into the teaching process and if necessary, give special lessons on health, safety and well-being.
- Follow safe working procedures personally.
- Ensure protective clothing, guards, special safe working procedures etc. are used when necessary.
- Make recommendations on health, safety and well-being matters to the Subject Leader or Line Manager.

## **1.7 Technical Staff**

Technical staff are responsible for ensuring health and safety within the practical areas in the Departments in which they work, including Science laboratories, Design & Technology workshops, Art or Drama studios, and food preparation rooms.

Technicians are responsible for:

- Undertaking regular workplace inspections of their area to identify hazards and ensure good housekeeping.
- Undertaking regular equipment inspections, keeping equipment in good working order and keeping relevant inspection/maintenance records.
- Ensuring all hazardous substances are used, handled, transported and stored in accordance with the information outlined in COSHH assessments and other information sources (e.g. CLEAPSS).

## 1.8 Site Staff

The Site Staff are responsible for ensuring the health and safety of the site; the Site Staff are responsible for:

- Ensuring that all fire exits are clear from obstruction and unlocked prior to the building being occupied.
- Undertaking the weekly test of the fire alarm system.
- Undertaking the periodic testing of the emergency lighting system.
- Undertaking the weekly test of the magnetic door release mechanisms.
- Checking the hazard reporting folder at least daily, rectifying those issues within their authority and notifying the Facilities Manager of any unresolved issues.
- Undertaking termly inspections of the communal areas of the Academy to identify hazards.

## 1.9 All Employees

Although prime responsibility for health and safety rests with the senior managers, all employees also have responsibilities. Employees are required to:

- Take reasonable care for their own health, safety, and well-being and that of other persons affected by their acts or omissions.
- Co-operate with their employer, so far as is necessary, to enable the employer to meet its responsibilities for health, safety, and well-being.
- Be aware of, and follow, health and safety guidelines.
- Use work equipment provided correctly and in accordance with instructions and training.
- Inform their line manager of any work situations that represent a serious and immediate danger to health, safety and well-being.

### Temporary Staff

Temporary staff are provided with information and guidance which includes the Health and Safety Policy Document, Fire and Emergency Procedures etc. and are suitably inducted to their role. Temporary staff are directly accountable to the Headteacher whilst on the academy site.

## 1.10 Safety Representatives

In accordance with the Safety Representatives and Safety Committee Regulations 1977, recognised trade unions can appoint Safety Representatives who will, if necessary, take up matters on behalf of employees. The names of workplace representatives are to be displayed on the premises\*. The training of Safety Representatives is the responsibility of the appropriate trade union. The Establishment will provide its Safety Representatives with reasonable time off to undertake any training necessary and to undertake their duties.

*Currently the Academy does not have a trade union appointed safety rep.*

\* Normally displayed on the "Health and Safety Law – What you should know" poster.

## 1.11 Pupils

While school staff carry the main responsibility for health and safety provision, and the correct implementation of school policy and procedure, it is vital that pupils understand their role and responsibilities when it comes to the whole school and personal health and safety for staff to be able to carry out their roles effectively. As members of the school community, pupils take the responsibility of:

- listening to and following instructions from staff
- ensuring that their actions are safe for themselves and will not harm others in any way



- being sensible around the school site and when using any equipment
- reporting health and safety concerns or incidents to a member of staff immediately
- acting in line with the school code of conduct.

Pupils that are found to be a risk to health and safety may not be allowed to partake in certain school activities and may be dealt with under the school's behaviour policy if the circumstances require it. We expect pupils to follow the school code of conduct, as this helps maintain good health and safety around the school. This can be found in the school behaviour policy.

The Pupils are encouraged to discuss health and safety issues at Academy Council meetings and raise any concerns with members of staff. Any genuine concerns will be passed on to the Headteacher.

Parents may also be consulted on issues that they may be expected to have views and concerns on i.e. security, safeguarding of pupils, road safety

### **1.12 Responsibilities for Academy Visits**

The Academy undertakes educational visits and has appointed a senior manager as an Educational Visits Co-ordinator (EVC) who has:

- Sufficient and relevant experience in running visits.
- The competence to train and monitor others.
- The authority to agree or not to agree to visits.

Where the Academy has any part in organising events, trips, or activities beyond the Academy gate it recognises that it has a responsibility. The Academy's pastoral responsibilities cannot be delegated to other external providers.

The Academy has developed a policy on visits which includes:

- Emergency, accident and critical incidents planning.
- Supervision and staffing including competence, safeguarding, and training. All those involved in any supervision for the Academy are subject to this policy.
- The visits system, including the Academy approach to planning, informing, signing off and supporting visits.

### **1.12 The EVC and Deputy EVC responsibilities are:**

#### **Control**

- Developing and implementing an Academy procedure for the training, support, planning, monitoring and approval of Academy visits.
- Supporting the Headteacher and trustees as required with information, visits approval and other decisions.

#### **Competence and Capability**

- Ensuring training of visit leaders to plan and carry out visits. This will involve training on areas such as visit planning, group management, use of external providers, pre-visits risk management, safeguarding as well as identifying and organising specific training e.g. first aid. This must involve training on the Academy visits policy and must be updated as necessary.
- Assessing the competence of leaders and other adults proposed for a visit. This will commonly be done with reference to training, experience of the person, practical observation, accreditations from an awarding body as well as the EVC's opinion.

- Ensuring that Criminal Records Bureau disclosures and safeguarding measures are in place as necessary in line with SET (this must include having a specific policy on volunteers).
- Ensuring their own competence is maintained through regular refresher training.
- Ensuring thorough understanding of the roles and responsibilities of the trustees, Headteachers, visit leaders, employees, and volunteers in relation to educational visits and the Academy's educational visits policy.
- Managing training of all those connected with visits, including having a deputy trained to take over as EVC in case of absence.
- Understanding when visits can be signed off by the EVC on "everyday risk" and when further advice is necessary.

#### Planning and Implementation

- Working with group leaders to obtain the consent or refusal of parents and to provide full details of the visit beforehand so that parents can consent or refuse consent on a fully informed basis.
- Ensuring visits are planned with reference to the Academy's inclusion practice and any SEN professionals.
- Overseeing the organisation (e.g. preparation, roles, providers, activity, and travel) as well as the risk management on each Academy visit.
- Overseeing the emergency arrangements and ensuring there is an experienced emergency contact for each visit.

#### Monitoring and Review

- Monitoring all aspects of the planning of visits to ensure they meet the Academy's requirements.
- Monitoring staff undertaking visits, and monitoring the visits themselves, as necessary.
- Understanding when it is necessary to seek clearance for some visits from the Trust Board. This is likely to be when a visit is first proposed before a financial commitment is made and for specific types of visits e.g. overseas expeditions.
- Keeping records of individual visit plans (a legal document), as well as reference material for the Academy, in addition to keeping records e.g. reports of health and safety incidents.
- Reviewing systems and, on occasion, monitoring practice.

#### Access to Further Advice on Educational Visits

- The Academy has access to specialist advice on Educational Visits from the ECC Education Visits Team.
- This includes access to advice via phone and e-mails, access to the Educational Visits Website and access to the online risk assessment forms.

#### **1.13 The First Aiders responsibilities are:**

- Taking charge when someone is injured or falls ill.
- Administering first aid in the event of an injury.
- Calling for an ambulance, if required.
- Looking after first aid equipment and ensuring it is restocked.
- Keeping up to date with first aid training and ensuring they attend refresher training prior to the expiry of their first aid certificate.

#### **1.14 The Evacuation Marshals responsibilities are:**

- Familiarising themselves with their areas of responsibility, the escape routes, and any problem areas; •  
On hearing the fire alarm they are responsible for:
  - Ensuring the safe evacuation of everyone in their area(s) of responsibility

- Checking all rooms in their area(s) of responsibility; including toilets, rest rooms and storerooms; to ensure that everyone has safely left the building.
  - Where possible, closing windows and doors as each room is checked.
  - Reporting to the Senior Person (Senior Deputy Headteacher) in charge, to inform them that everyone has safely evacuated the building, or to report any problems.
  - Ensuring that nobody re-enters the building until the Senior Person (Senior Deputy Headteacher) in charge has stated it is safe to do so.
- Ensuring they are available, after the evacuation, to attend a de-brief meeting to discuss the evacuation, identify any problems and share information.
  - Monitoring to ensure that fire routes and exits are kept clear at all times.

### **1.15 The Senior Person (Evacuation) Responsibilities are:**

- Co-ordinating the evacuation to ensure that all pupils, staff, visitors and contractors are safe and accounted for.
- Liaising with the Fire Brigade and/or other emergency services on their arrival.
- Communicating outcomes and findings from completed evacuations.

## **2. General Arrangements for Implementing the Health, Safety and Well-being Policy**

### General Arrangements for Health and Safety

The detailed arrangements for implementing this Policy are contained within health and safety procedures, generic risk assessments and guidance on the health and safety pages of the Academy Handbook. These pages can be accessed via the Facilities Manager.

(The Academy are in the process of setting up Microsoft teams, where all staff will have access to all policies and procedures)

A summary of arrangements for managing health and safety is given below:

### **2.1 Local Arrangements within the Academy**

Local arrangements have been implemented in the Academy covering:

- Employee health and safety competence and capability.
- Failures to comply with health and safety requirements through performance management and disciplinary processes.
- First aid.
- Communication and consultation of health and safety.
- Reporting of health and safety incidents, hazards, and concerns.
- Requirements to carry out risk assessments including for Stress, VDU's, Violence, Lone Working, Manual Handling, Educational Visits, one off events and projects, Curriculum activities and any other areas / activities where it has been identified that there are significant risks.
- Managing the risks to pupils on Work Experience placements and risks to Pregnant Workers.
- Fire and emergency evacuation (including fire risk assessment).
- Control of asbestos (including asbestos management plan) and legionella.
- Working at height.
- Statutory inspection and maintenance of work equipment, plant and service.
- Control of contractors (health and safety vetting and monitoring).
- Monitoring compliance with and reviewing effectiveness of health and safety assessments and procedures.

## **2.2 Health and Safety Competence and Capability**

The Academy considers health and safety competence requirements as an integral part of:

- Recruitment and selection
- Employees changing role.
- Induction
- Working with temporary employees, agency workers and volunteers
- Performance management
- Procedures when employees fail to perform on health and safety.

Performance management:

- The Academy follows a nationally set Performance Management Review system that is focused on improving teacher practice and pupil achievement. Health and safety is considered as part of the performance management process and where appropriate health and safety objectives are included.
- In respect of the Headteacher, account is taken of the results of health and safety monitoring, Ofsted reports and self-evaluation forms (SEFs). Where these show areas that need development, health and safety is included as a specific objective under Leadership.

## **2.3 Consequences of Non-Compliance with the Academy's Health and Safety Policies and Standards**

It is a requirement for all employees to fulfil their responsibilities as outlined in this policy. Where there is a failure to comply with the Policy, whether observed in routine activities or through established health & safety monitoring systems, an appropriate response is required to hold managers and employees to account and remedy the failure. A number of options are available depending on the severity of the circumstances:

- As part of the normal line management process
- Through performance reviews
- For serious breaches, through disciplinary action. If sufficiently serious, this could include dismissal for gross misconduct.

## **2.4 Accident/Incident Reporting & Investigation**

- An accident is an unplanned event that results in injury or damage.
- A near miss is an unplanned event that does not result in injury or damage.

All incidents should be reported to the appropriate manager for investigation. Accident/Incident report forms can be requested from the Facilities Manager, or hard copies can be collected from the Facilities Manager's office or First Aid Room.

Training (legal requirement):

- There is a legal requirement to take account of an employee's health and safety capabilities when giving them tasks. More specifically there is a requirement to provide employees with adequate health and safety training on recruitment and on being exposed to new risks (for instance due to a change of job role).
- The Academy ensures that employees are given access to training and development appropriate to their role and risks they are exposed to.
- The Academy keeps a record of Health & Safety training undertaken by employees.

## **2.5 Communication**

It is recognised that good communication systems are essential to ensure that everyone knows:

- About the health and safety arrangements within the Academy.
- About the risks associated with their work.
- What they need to do to protect themselves and others from harm.
- How they can contribute to a safe Academy, by raising health and safety concerns.

The Academy ensures that health & safety information is communicated through the following ways:

- Email
- Meeting and minutes
- Briefings

## **2.6 Health and Safety Consultation**

Employees need to be involved in health and safety decisions that affect them and the risk assessment process. Consultation involves not only giving information to employees, but also listening to them and taking account of what employees say before making any health and safety decisions. The law requires that employees must be consulted before implementing changes that may affect their health and safety and with regard to risk assessments that cover their work activities.

Consultation within the Academy takes place through the following methods:

- In the first instance all employees can raise health and safety concerns directly with their line manager.
- Ensuring health and safety is on the agenda at team meetings. Issues are then dealt with or referred up.

## **2.7. Health and Safety Monitoring and Auditing**

The Academy has established the following systems to discharge its responsibility for health and safety monitoring in the establishment.

- Audits: The Academy will ensure that a health & safety audit of the establishment is carried out at regular intervals.
- Internal Monitoring: The Academy ensures that health and safety monitoring checklists are available and completed at regular intervals as necessary.
- Health and Safety Incident Investigation: The Academy has an internal system for reporting incidents. The incident numbers and details are reviewed by the Academy's Senior Management. A summary report is also presented to the Trust Board. Serious incidents are reviewed by a senior member of staff and the findings reported to the Trust Board.
- Other Monitoring: There are systems in place within the Academy which ensure that the following monitoring is also carried out:
  - Termly inspections of the premises (all curriculum / work areas and general areas).
  - Monitoring of contractor operations under the Academy's control.
  - Routine checks on equipment and electrical, gas, mechanical and other services.
  - Hazard reporting system which is reviewed at least termly by Senior Managers to assess the types of issues being identified and whether they are being dealt with effectively.

## **2.8 Health and Safety Risk Assessments**

Risk Assessment is a legal requirement. The health and safety standards, generic risk assessments and guidance were prepared following an assessment of the likely risks in the area to which they relate and in general form the basis of most routine risk assessments. It is the responsibility of Headteachers and all

managers to ensure assessments are modified and extended to take account of local circumstances, or separate risk assessments produced for activities where one does not exist if there is a significant risk.

For all managers this includes:

- Ensuring controls detailed in standards and generic risk assessments are implemented in their area of control.
- Ensuring specific risk assessments are undertaken (e.g.: VDU, Stress, Manual Handling, curriculum activities) in their area of control.
- Undertaking risk assessments relating to hazards to which directly managed staff are exposed (this will include stress risk assessments).
- Ensuring risk assessments are carried out as part of the planning of new projects or initiatives that may have health and safety implications.

**Use the following table to help you ascertain whether the risk is low, medium or high:**

|            |   | Severity |    |    |    |    |   |
|------------|---|----------|----|----|----|----|---|
|            |   | 0        | 1  | 2  | 3  | 4  | 5 |
| Likelihood | 1 | 1        | 2  | 3  | 4  | 5  |   |
|            | 2 | 2        | 4  | 6  | 8  | 10 |   |
|            | 3 | 3        | 6  | 9  | 12 | 15 |   |
|            | 4 | 4        | 8  | 12 | 16 | 20 |   |
|            | 5 | 5        | 10 | 15 | 20 | 25 |   |
|            | 0 |          |    |    |    |    |   |

The table shows three bands (low, medium and high risk)  
The higher the number, the greater the risk.

## 2.9 Fire safety and evacuation procedures

The school carries out whole-school fire drills Once a term. There are emergency exits located and signposted around the school, and emergency procedures posters detailing what to do in the event of a fire are posted around the school site, and available on the school website.

Fire risk assessments are carried out, recorded, and regularly reviewed for each building. Fire alarm safety checks are carried out regularly and recorded.

The emergency procedures should be followed in the event of an evacuation of the Academy for any reason. In the event of a power cut, emergency exit lights will indicate where the emergency exits are. Emergency lights are tested along with the other fire maintenance checks.

## **2.10 Emergency procedures**

In the case of an emergency, the Academy will work closely with emergency services to do everything practicably possible to reduce the health and safety risk to those in the school. We have provisions in place to aid us in preventing certain emergencies but in some cases, such as extreme weather, major power failure, or flooding, they cannot be avoided. In these circumstances the Academy will carry out the emergency procedures as described below.

## **2.11 Emergency communications**

There are several mechanisms in place to ensure that parents, staff, and pupils can be made aware of an emergency and remain informed. The Academy advises that in addition to the provision outlined below, parents and their children have their own individual arrangement planned for communicating in the case of an emergency. We ask that parents follow these emergency communication guidelines and do not call the Academy during a school emergency, but wait to be contacted, as it is important that school telephone lines are kept free for use by the Academy itself.

It is the responsibility of the parents to inform the Academy immediately of any changes in phone number or address as it is vital that these are accurate in the Academy's records in case of an emergency.

The Academy will take proactive measures to prevent emergencies, and the Academy's health and safety provision outlined in this policy is designed with this in mind.

Provision to communicate with parents during a school emergency.

- Pupils - Class Chart
- Parents/families/carers – Parent Mail and Class Chart

## **2.12 Health & Safety Training**

Effective health and safety training is key to good health and safety practice. The Academy takes health and safety training seriously and expects all employees and pupils to do the same. Training is part of induction for all employees, whether they are on fixed term or permanent contracts. Visitors and volunteers are also responsible for contributing to safe practice around Academy.

Specific training in relation to use of equipment or substances may be given to staff and pupils relating to which department they will be working in. Employees and pupils who are not specifically trained for specialist equipment are not permitted to use it.

## **2.13 Workplace safety**

The Academy will take reasonable steps to ensure that the school environment and workplace is reasonably safe for pupils, staff, and visitors. This means keeping classrooms and corridors tidy, organised, and free of safety hazards such as loose wires. Appropriate clothing and good conduct will also be expected in school, and both contribute to good health and safety practice.

Any hazards around the school site that are noticed by any member of the school community should be reported to the Facilities Manager or a Senior leader.

Certain departments such as science labs, design technology workshops and PE department will have more health and safety risks due to equipment and substances being used in these lessons. Information on health and safety in each department can be found by contacting the department lead. Only teachers and pupils trained to use specialised equipment will be allowed to do so, with appropriate risk assessments being carried out prior to commencement of activities.

## 2.14 Lone workers

### Staff

There will be some situations where staff at the school will be working alone or one on one with a pupil. Examples of this would be a staff member locking up the school at the end of the day, or one-to-one invigilation of exams. There is an increased risk to the health and safety of lone workers and the school has provisions in place to both identify and manage these risks.

Any staff, pupils, contractors, or visitors who are identified as lone workers will be given all the necessary training, information and instruction to enable them to recognise the hazards and appreciate the risks involved with working alone. Risk assessments will also be carried out.

### Risk of violence:

- Staff must not arrange meetings with parents or members of the public when lone working. All meetings must be arranged during school occupancy times or when there is more than one informed member of staff on site for the duration of the meeting.
- Late meetings must finish promptly and not leave one member of staff alone on site.
- Staff must not approach, or let into the buildings, unauthorised persons when lone working.

### Communication:

Staff are advised to:

- avoid lone working wherever possible by arranging to work in pairs or as a group
- sign in and off the site
- carry either a mobile phone or school telephone at all times when lone working
- let someone know you are coming into work, how long you expect to be and when you are leaving
- comply with fire evacuation procedures and attend fire assembly points, ensuring that you are cleared to leave the site in the event of an incident.

### First aid:

- For those working on our premises, first aid kits can be found in various locations around the Academy. Primary location is in the [staffroom].

### Emergency procedures:

- If a lone worker falls ill, or into difficulties, they are to use their mobile phone/ school phone to contact the headteacher, the Facilities manager, the staff member's nominated person, or the emergency services.

### Access and egress:

- Staff are required to consider weather conditions before traveling work to ensure adequate time has been left for any delays, road closure or diversions due to weather conditions.

### Guidance for keyholders attending alarm calls after hours:

There are nominated keyholders within the Academy who will attend alarm callouts after hours. The Academy advises that the nominated person:

- does not attend an alarm call-out alone, where reasonably practicable
- does not enter the building if alone
- looks out for corroborative evidence of intruders



- takes necessary action, e.g. call police.

#### What to take

- Identification of who you are, for example an employee badge; this helps if police attend the scene or are later called to the scene.
- A torch of a reasonable size and power.
- A basic plan or diagram of the building; this does not have to be a very detailed site plan, but it would be useful to show:
  - entry/exit points for people and vehicles
  - areas where computers/valuables are located
 This is useful for the police if they are required to attend the scene.
- A mobile phone, in order to summon assistance in an emergency without having to enter the building.

#### Risk assessment

- On attending the site keyholders must be mindful of and protect themselves against the worst-case scenario, that is, an intruder who may still be on site.
- Initial arrival should be to the front of the building's main entrance. If an intruder has not already left on hearing the alarm, your arrival may disturb them. Your main priority is your personal safety. If you disturb an intruder, attempt to withdraw to a safe point. Do not attempt to apprehend.

#### What to check

- Suspicious/unfamiliar vehicles parked in the immediate area.
- The outside of the building for sign of forced entry; e.g., broken glass, prised doors, windows, etc.
- Evidence of flashlights being used, or other lights left on within the building.
- Noise from within the building or outside.

If at any stage there is evidence of an intruder, immediately withdraw and contact the police. Do not enter the building to use the telephone.

- Where there is no evidence of an intruder from the outside, enter the building:
  - o check the inside of the premises to eliminate signs of a forced entry
  - o switch on appropriate lights and proceed to re-set the alarm
  - o if evidence of an intruder is discovered, withdraw and contact the police
  - o try not to disturb the scene.

#### One-to-one lessons

It may be that a member of staff is working alone with a pupil, for example, in a one-to-one music lesson. It is important in this instance that the health and safety of both parties is taken into consideration, as is their emotional wellbeing and comfort in the situation.

Staff who are involved in one-to-one working, wherever possible, should do the following:

- Inform someone about the activity, the location, the likely duration and let them know when it has ended. Assess the need to have another adult present or close by.
- Avoid working in isolated parts of the building and leave the door open if possible so you and the pupil can be seen.
- Where this is not possible then alternative safeguards should be put in place. This might include a location in which the staff member and pupil are visible through a window or door panel.
- If you take a pupil in your car, ensure they travel in the back, and you have appropriate insurance e.g. for business usage. As a rule, wherever possible, do not travel alone with a pupil and take another adult with you.

It is especially important to ensure that the pupil always feels at ease and that they do not misconstrue actions or intentions.

- Make sure the pupil is comfortable with the arrangement.
- Avoid unnecessary physical contact, e.g., sitting too close.
- Safeguarding concerns cover a wide spectrum from serious issues where a child is harmed or at risk to lower-level concerns where practice or behaviour is inappropriate, undesirable or not in keeping with usual expectations. This will include cases of inadvertent or accidental conduct and where individuals find themselves in situations which could be misinterpreted or make them vulnerable to allegations. Concerns should be referred to the Designated Safeguarding Lead or Deputy Safeguarding Lead in the first instance (who will share information with the headteacher or chair of trustees). If they are unavailable the referrals are to be made to the headteacher (or where the concerns relate to the headteacher, to the Chair of Trustees or equivalent). In a situation where there is a conflict of interest in reporting the matter internally, it should be reported directly to the local authority designated officer(s) (LADOs).

You can find further information about the safeguarding provision in our Academy in our child protection and safeguarding policy.

## **Pupils**

Pupils must follow the following guidelines related to lone working in school.

- No pupil should work unsupervised in the buildings after 3.15pm and will be required to move into a designated area (ICT1, Library)
- All pupils unless supervised should vacate the site before 4.30pm.
- Pupils who arrive before 8.45am are not supervised unless a school activity is taking place, i.e. breakfast club which begins at 8.15.
- On hearing the fire alarm pupils must evacuate the building and assemble at the fire point, until all clear is given.

## **2.15 Display screen equipment (DSE)**

The Academy recognises the importance of taking into consideration the health and safety surrounding the use of DSE and operate in accordance with the Health and Safety (Display Screen Equipment) Regulations 1992 (as amended). Some of the potential health problems associated with incorrect use of DSE are:

- Upper Limb Disorders (ULD) (e.g., upper limb aches and pains caused by poor posture)
- backache
- fatigue and stress
- temporary eye strain.

The Academy adopts the following precautions to ensure a safe system of work for any staff, pupils, volunteers and visitors to the school [add, amend, delete as appropriate].

- Work areas are risk assessed and arranged to enable safe practices to be carried out.
- Staff and pupils are trained in the safe use of DSE and the risks of working for a prolonged period.
- Training is provided to enable users to adjust equipment to ensure maximum comfort when working.
- Regular breaks are taken when working with DSE.
- The Academy encourages that staff, pupils, and volunteers or visitors report to their manager or superior any symptoms of discomfort or ill health that they believe may be related to the use of DSE.

The Academy promotes good DSE health and safety by encouraging pupils to use the “SmartLog” checklist when using such equipment, All staff have access to this checklist where DSE is in use.

## **Example**

### **1 Workstation**

- Adjust screen height to suit seating height – generally eyes level with top of screen.
- If a significant amount of your work involves copying from documents, use a flexible document holder at the same height as screen.
- Keep an organised work surface to facilitate workflow.
- Avoid clutter under the workstation.
- Ensure an appropriate mobile, stable base chair (if available).
- Seat back, arm rests and back rests to be height adjustable.
- 5–10 cm of space in front of the keyboard.
- Be familiar with software to customise screen colours, etc.

### **2 Environment**

- Adjust screen to reduce reflection and glare.
- Clean screen and equipment regularly.
- Ideally sit sideways to windows.
- Maintain safe surroundings, i.e. free from tripping and electrical hazards.
- Avoid excessive noise and uncomfortable temperatures.

### **3 Healthcare**

- Plan work to include regular changes of activity to move around and change posture.
- Rest eyes during work break and carry out eye care exercises.
- Have eyes tested regularly.
- Report any health-related symptoms that concern you.

### **4 Job design**

- Break up work with informal postures and different tasks.
- Combine different work tasks.
- Take regular breaks away from screen.
- Ensure you have training in software and in know how to set up a safe workstation.

### **5 Posture**

- Adjust seat height to ensure thighs and forearms are horizontal.
- Desk just below elbow height.
- Align hands with forearms. Minimal deviation of wrists.
- Adjust your backrest to support the lower back.
- Sit right back in the chair to maintain good lumbar support.
- Keep head in natural upright position.
- Do not slouch. Maintain upright position.
- Head, neck, shoulders, and hips to be in alignment.
- Use a footrest if feet do not touch the floor.
- Rest arms and hands whenever routine allows.
- Space under desk for postural change, no obstacles.
- Top of screen at eye level.

## 2.16 Machine maintenance

The Academy operates in accordance with the Provision and Use of Work Equipment Regulations 1998 (PUWER). These regulations require that the work equipment in schools is:

- suitable for use, and for the purpose and conditions in which it is used
- maintained in a safe condition for use so that people's health and safety is not at risk
- inspected in certain circumstances to ensure that it is, and continues to be, safe for use. Inspections are carried out by a competent person (this could be an employee if they have the necessary competence to perform the task) and a record kept until the next inspection.

The Academy ensures that risks created using the equipment are eliminated where possible or controlled by:

- taking appropriate 'hardware' measures, e.g., providing suitable guards, protection devices, markings and warning devices, system control devices (such as emergency stop buttons) and personal protective equipment
- takes appropriate 'software' measures such as following safe systems of work (e.g. ensuring maintenance is only performed when equipment is shut down etc), and providing adequate information, instruction, and training.

## 2.17 Control of substances hazardous to health (COSHH)

There are areas in the Academy where hazardous substances will be stored. The Academy has systems in place to ensure that hazardous substances are used correctly, and records are kept in order to prevent the misuse or accidental misuse of such substances. The precautions the Academy takes include:

- Safe storage in locked cabinets, with a clear system explaining how and where chemicals are stored and who has responsibility for any keys to locked cabinets. Hazard data sheets and information on procedures for assessing substances hazardous to health are kept departments. Hazard data sheets describe the hazards the chemical presents, and give information on handling, storage, and emergency measures in case of accident.
- Only staff that are trained to use these substances will have access to them. These staff will be trained in proper maintenance, storage, and use of these chemicals.
- Product labelled chemical bottles. Any hazardous substances should be stored in the original containers wherever possible and not decanted into an unlabelled container. Where they are decanted, full COSHH details should be transferred to the new container.
- Clear record of chemicals ordered, who they are ordered to, and what they are ordered for
- Safe disposing of chemicals
- Appropriate PPE for use when handling hazardous substances
- Strict 'off-limits' policy for pupils. Pupils will only be allowed to handle hazardous substances in a controlled environment under the supervision of a member of staff (in science lessons, for example).

Substances that are for use in the science classrooms are under the responsibility of the head of the science department. For more information on the control of these substances please see the science departments health and safety documents which can be found with the science technicians.

All COSHH signage must conform to the requirements of the Health and Safety (Safety Signs and Signals) Regulations 1996 (as amended) relating to labelling and packaging of chemicals. New signs have been appearing on items acquired since December 2010 as part of transitional arrangements. Staff and pupils will be taught to recognise new signs and any posters in use will display the new signs.

## **2.18 Occupational health services and managing work-related stress**

Stewards Academy takes the health and wellbeing of all its staff and pupils very seriously and acknowledges that in a busy and hard-working environment, managing work-related stress alone can be very difficult.

We urge any staff member who is experiencing stress to talk to their manager or a member of the Leadership team, and the school will do everything that it can to support them. The Academy also has a trained Mental Health First Aider (HR Manager), Place2Talk and the Academy also buy in to the Educational Support Partnership (ESP).

## **2.19 Selecting and managing contractors.**

It is vital that any company or persons invited into the Academy under a contractual agreement to work on school maintenance or the building site operates under the highest level of health and safety possible and is aware of our school policy and procedures.

It is the Facilities Manager responsibility to select and oversee the management of contractors.

For information on safeguarding pupils against visitors or contractors to the school, please read our school child protection and safeguarding policy.

## **2.20 Building and site maintenance**

The Facilities Manager is responsible for ensuring that the school premises are maintained so as to comply with health and safety laws and are easily accessible and reasonably safe for the whole school community.

The Facilities Manger will be responsible for reporting any health and safety concerns relating to the school premises. He will co-ordinate any safety precautions that are necessary during ongoing site maintenance or building work. This will entail filling out a risk assessment form.

## **2.21 Environmental statement**

Stewards Academy recognises that it has a responsibility to educate pupils about caring for the environment and the world we live in. The best way to do this is to instil good practice in our pupils through example. We aim to do this wherever reasonably practicable by:

- Reducing our use of natural resources
- Supporting the sustainable production of the resources we must use by purchasing renewable, reusable, recyclable, and recycled materials.
- Minimising our use of toxic substances and ensuring that unavoidable use is in full compliance with local environmental regulations.
- Promoting recycling around the school with the use of recycling bins, supported through the curriculum and in classrooms.
- Taking active steps to reduce the amount of waste we generate and promote strategies to reuse and recycle those wastes that cannot be avoided.
- Restoring the environment where possible.

## 2.22 Stewards Academy Working at Height Procedure

**1. Status:** Non-statutory

**2. Aim:**

The aim of the Trust Board is to provide a safe and healthy working and learning environment for staff, pupils and visitors. This includes working at height.

The Trust Board accepts that it has a responsibility to take all reasonably practicable steps to secure the health of pupils, staff and others using the academy premises or participating in academy-sponsored activities. The Trust Board believes that the prevention of incidents, accidents, injury, or loss is beneficial to the efficient operation of the academy and is part of the good education of its pupils.

**3. Policy Statement**

The Trust Board and the head teacher who oversees the implementation of this policy will take all reasonable steps to identify hazards and reduce the risks from them to a minimum. All adults in academy must appreciate, however, that their own safety and that of others also depends on their individual conduct and vigilance while on the academy premises or while taking part in academy-sponsored activities.

We recognise that most major injuries in academies are caused by 'low' falls (below two metres)

**3. Roles and Responsibilities**

**The Trustees are required to:**

- Periodically assess the effectiveness of the health and safety of the academy, including this Working at Height Policy which should be read in conjunction with the Health and Safety Policy.

**The Head Teacher is required to:**

- Assess and monitor the implementation of this procedure. The Headteacher further delegates the operational implementation of this procedure to the Facilities Manager.
- Ensure staff have an opportunity to raise health and safety issues, including working at height e.g. as part of AOB in a staff meeting.

**Facilities Manager is required to:**

- Provide maintenance workers and contractors with a copy of the Health and Safety Policy which references all the related policies and procedures, including this Working at Height Policy, available via the computer system or as a hard copy from the Facilities office.
- Provide equipment which is suitable for users to enable safe access to display areas.
- Provide suitable storage for access equipment.
- Ensure that ladder maintenance checks are undertaken at least annually and findings recorded.
- Implement, through this policy, a 'heavy box low shelf' policy.

**Teachers and Support Staff are required to:**

- Consider room layout to ensure that display boards are easily accessible.
- Prepare displays as far as possible before putting them up.
- Use appropriate equipment (designed for purpose) when putting up a display.
- Use the academy's equipment which has been subject to medium term maintenance checks in line with Academy procedures.
- Ensure the ladder is always checked before use so it is safe; adults and children **are not to** climb on chairs/tables or other furniture.
- Define areas where ladders are being used, if appropriate
- Return access equipment to its place of storage.

- Make any pre-existing medical conditions or other factors which may affect their ability to use such equipment known to the Facilities Manager so that a risk assessment can be undertaken
- Bring to the Facilities Manager's attention any access equipment which is brought into academy, and complete a risk assessment for this purpose
- Wear appropriate clothing and footwear (e.g. non-slip shoes with low heels)
- Review storage so that frequently needed items are easily accessible and loose items are not stored in high places within their classrooms
- Review storage (as above) of items around the academy as part of their subject leader role.

**Maintenance personnel (in addition) are required to:**

- Undertake a detailed risk assessment prior to any work at height
- Discuss with the Facilities Manager any safety issues that could arise as part of scheduled work
- Consider weather conditions before planning and/or undertaking any outside work
- Avoid climbing on furniture, meter cupboards, bins or other inappropriate fixed or mobile structures
- Check for environmental hazards e.g. overhead cables, uneven surfaces, wet ground
- Use access equipment that is suitable for purpose and checked before use
- Consider hiring suitable equipment for specific jobs (e.g. mobile elevated work platforms, mobile access tower scaffolds) with staff trained in safe use by equipment supplier
- Maintain frequent documented checks to ensure the safe working condition of own access equipment
- Only use access equipment if competent in its safe use
- Consider use of fall arrest systems depending on nature of task, equipment and duration
- Use adequate and appropriate signs to warn of hazards below work area, if appropriate
- Cordon off the ground level area where access route is located, to prevent contact with any persons who may be on the premises
- Schedule work to take place when persons/others are not in the immediate area when working at height
- Be aware of site specific risks, including fragile roofs
- Ensure access equipment is removed and secured it when not in use to prevent unauthorised use
- Wear appropriate footwear
- Carry accompanying tools and equipment in tool belts or similar.
- Use appropriate equipment (e.g. pulleys) when lifting, if this is appropriate to the scheduled work.
- Use only battery powered tools when working at height.
- Maintain safe distance from any edge when working on the roof.

**5. Who/what was consulted**

- HSE: 'Working at height - Practical Guidance for Academies' available at [www.hse.gov.uk/falls/casestudies/guidancetables.doc](http://www.hse.gov.uk/falls/casestudies/guidancetables.doc).
- HSE: 'Keeping safe when working at height – advice for teachers' available at <http://www.hse.gov.uk/pubns/academysfall.pdf>.

**6. Relationship to other policies**

- This policy should be read in conjunction with the Health and Safety Policy and its aligned policies and procedures.

**7. Arrangements of monitoring and evaluation**

- The Governors have agreed that the Headteacher will have overall responsibility for implementing this policy. This person will be responsible for ensuring that; The Policy is formally reviewed every 2 years or sooner as legislation or experience dictates.

## 2.23 Stewards Academy Manual Handling Procedure

The Manual Handling Operations Regulations 1992 apply to a wide range of manual handling activities, including lifting, lowering, pushing, pulling or carrying. These regulations place specific duties on employers and employees.

### Employers are required to:

**Avoid** the need for manual handling, so far as is reasonably practicable;

**Assess** the risk of injury from any hazardous manual handling that can't be avoided; and **Reduce** the risk of injury from hazardous manual handling, so far as is reasonably practicable.

### Employees are required to:

- Follow appropriate systems of work laid down for their safety;
- Make proper use of equipment provided for their safety;
- Co-operate with their employer on health and safety matters; • Inform the employer if they identify hazardous handling activities;
- Take care to ensure that their activities do not put others at risk.

All staff members involved in manual handling will be given suitable and sufficient information, instruction, training and supervision. Training will be recorded, monitored and reviewed.

If a member of staff develops any medical/physical condition, the Facilities Manager should be made aware immediately. A specific risk assessment must be carried out to cover the activities/tasks and control measures should be taken accordingly.

To enable Employees to follow the Academy Manual Handling Procedure the following advice will assist in informing them in regards to seeking assistance or enabling them to carryout manual handling tasks in a safe and controlled way.

### STAGE 1 - Avoiding manual handling

Check whether you need to move it at all.

For example:

- Does a large workpiece really need to be moved, or can the activity be done safely where the item already is?
- Can raw materials be delivered directly to their point of use?
- Consider automation, particularly for new processes Think about mechanisation and using handling aids. For example:
  - an electric powered sack barrow/stair-climber.

But beware of new hazards from automation or mechanisation as automated plant still needs cleaning, maintenance etc;



## STAGE 2 - Controlling the risks (Assess)

The following table will enable employees to assess whether or not manual handling is safe to proceed.

| <b>Problems to look for when making an assessment</b>   | <b>Ways of reducing the risk of injury</b>   |
|---|--|
| <p><i>The tasks, do they involve:</i></p> <ul style="list-style-type: none"> <li>• holding loads away from the body?</li> <li>• twisting, stooping or reaching upwards?</li> <li>• large vertical movement?</li> <li>• long carrying distances?</li> <li>• strenuous pushing or pulling?</li> <li>• repetitive handling?</li> <li>• insufficient rest or recovery time?</li> <li>• a work rate imposed by a process?</li> </ul>                     | <p><i>Can you:</i></p> <ul style="list-style-type: none"> <li>• use a lifting aid?</li> <li>• improve workplace layout to improve efficiency?</li> <li>• reduce the amount of twisting and stooping?</li> <li>• avoid lifting from floor level or above shoulder height, especially heavy loads?</li> <li>• reduce carrying distances?</li> <li>• avoid repetitive handling?</li> <li>• vary the work, allowing one set of muscles to rest while another is used?</li> <li>• push rather than pull?</li> </ul> |
| <p><i>The loads, are they:</i></p> <ul style="list-style-type: none"> <li>• heavy or bulky?</li> <li>• difficult to grasp?</li> <li>• unstable or likely to move unpredictably (like animals)?</li> <li>• harmful, e.g. sharp or hot?</li> <li>• awkwardly stacked?</li> <li>• too large for the handler to see over?</li> </ul>  | <p><i>Can you make the load:</i></p> <ul style="list-style-type: none"> <li>• lighter or less bulky?</li> <li>• easier to grasp?</li> <li>• more stable?</li> <li>• evenly stacked?</li> </ul> <p>If the load comes in from elsewhere, have you asked the supplier to help, eg by providing handles or smaller packages?</p>   |
| <b>Problems to look for when making an assessment</b>   | <b>Ways of reducing the risk of injury</b>   |
| <p><i>The working environment, are there:</i></p> <ul style="list-style-type: none"> <li>• restrictions on posture?</li> <li>• bumpy, obstructed or slippery floors?</li> <li>• variations in floor levels?</li> <li>• hot/cold/humid conditions?</li> <li>• gusts of wind or other strong air movements?</li> <li>• poor lighting conditions?</li> <li>• restrictions on movements from clothes or personal protective equipment (PPE)?</li> </ul> | <p><i>Can you:</i></p> <ul style="list-style-type: none"> <li>• remove obstructions to free movement?</li> <li>• provide better flooring?</li> <li>• avoid steps and steep ramps?</li> <li>• prevent extremes of hot and cold?</li> <li>• improve lighting?</li> <li>• provide protective clothing or PPE that is less restrictive?</li> <li>• ensure your employees' clothing and footwear is suitable for their work?</li> </ul>   |

|  |  |
|--|--|
| <p><i>Individual capacity, does the job:</i></p> <ul style="list-style-type: none"> <li>• require unusual capability, eg above average strength or agility?</li> <li>• endanger those with a health problem or learning/ physical disability?</li> <li>• endanger pregnant women?</li> <li>• call for special information or training?</li> </ul>  | <p><i>Can you:</i></p> <ul style="list-style-type: none"> <li>• pay particular attention to those who have a physical weakness?</li> <li>• take extra care of pregnant workers?</li> <li>• give your employees more information, eg about the range of tasks they are likely to face?</li> <li>• provide more training (see 'What about training?')</li> <li>• get advice from an occupational health advisor if you need to?</li> </ul>             |
| <p><i>Handling aids and equipment:</i></p> <ul style="list-style-type: none"> <li>• is the device the correct type for the job?</li> <li>• is it well maintained?</li> <li>• are the wheels on the device suited to the floor surface?</li> <li>• do the wheels run freely?</li> <li>• is the handle height between the waist and shoulders?</li> <li>• are the handle grips in good condition and comfortable?</li> <li>• are there any brakes? If so, do they work?</li> </ul> | <p><i>Can you:</i></p> <ul style="list-style-type: none"> <li>• adjust the work rate?</li> <li>• provide equipment that is more suitable for the task?</li> <li>• carry out planned preventive maintenance to prevent problems?</li> <li>• change the wheels, tyres and/or flooring so that equipment moves easily?</li> <li>• provide better handles and handle grips?</li> <li>• make the brakes easier to use, reliable and effective?</li> </ul> |
| <p><i>Work organisation factors:</i></p> <ul style="list-style-type: none"> <li>• is the work repetitive or boring?</li> <li>• is work machine or system-paced?</li> <li>• do workers feel the demands of the work are excessive?</li> <li>• have workers little control of the work and working methods?</li> <li>• is there poor communication between managers and employees?</li> </ul>  | <p><i>Can you:</i></p> <ul style="list-style-type: none"> <li>• change tasks to reduce the monotony?</li> <li>• make more use of workers' skills?</li> <li>• make workloads and deadlines more achievable?</li> <li>• encourage good communication and teamwork?</li> <li>• involve workers in decisions?</li> <li>• provide better training and information?</li> </ul>   |

## STAGE 3 – Reduce the Risk

The Governors of Stewards recognise the need to balance the level of risk against the measures needed to control the risk in terms of money, time and trouble. This means balancing the level of risk to that which is 'reasonably practicable'. If it is reasonable to do so, mechanical aids, such as the stair climber, have been provided to reduce or eliminate the risk for identifiable hazards. If required training is available and will cover all or some of the following, as applicable:

- manual handling risk factors and how injuries can occur;
- how to carry out safe manual handling, including good handling technique (see 'Good handling technique for lifting' and 'Good handling technique for pushing and pulling');
- appropriate systems of work for the individual's tasks and environment;
- use of mechanical aids;
- practical work to allow the trainer to identify and put right anything the trainee is not doing safely.

If equipment or training is required employees should liaise with the Facilities Manager.

### Good Handling technique for lifting – *Guidance from the Health and Safety Executive*

#### Good handling technique for lifting

Here are some practical tips, suitable for use in training people in safe manual handling.



**Think before lifting/handling.** Plan the lift. Can handling aids be used? Where is the load going to be placed? Will help be needed with the load? Remove obstructions such as discarded wrapping materials. For a long lift, consider resting the load midway on a table or bench 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.



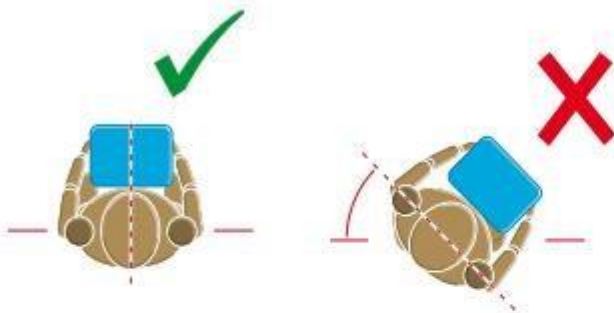
**Get a good hold.** Where possible, the load should be hugged as close as possible to the body. This may be better than gripping it tightly with hands only.

**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).

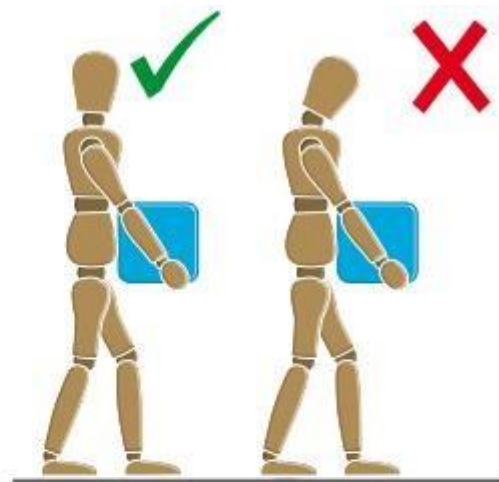
**Don't flex the back any further while lifting.** This can happen if the legs begin to straighten before starting to raise the load.



**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.



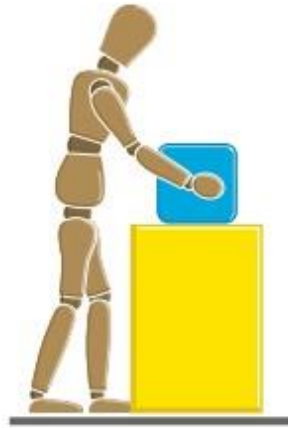
**Avoid twisting the back or leaning sideways,** especially while the back is bent. Shoulders should be kept level and facing in the same direction as the hips. Turning by moving the feet is better than twisting and lifting at the same time.



**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.

## Good handling technique for pushing and pulling

Here are some practical points to remember when loads are pushed or pulled.

**Handling devices.** Aids such as barrows and trolleys should have handle heights that are between the shoulder and waist. Devices should be well maintained with wheels that run smoothly. The law requires that equipment is maintained. When you buy new trolleys etc, make sure they are good quality with large diameter wheels made of suitable material and with castors, bearings etc which will last with minimum maintenance. Consulting your employees and safety representatives will help, as they know what works and what doesn't.

**Force.** As a rough guide the amount of force that needs to be applied to move a load over a flat, level surface using a well-maintained handling aid is at least 2% of the load weight. For example, if the load weight is 400 kg, then the force needed to move the load is 8 kg. The force needed will be larger, perhaps a lot larger, if conditions are not perfect (eg wheels not in the right position or a device that is poorly maintained). The operator should try to push rather than pull when moving a load, provided they can see over it and control steering and stopping.

**Slopes.** Employees should get help from another worker whenever necessary, if they have to negotiate a slope or ramp, as pushing and pulling forces can be very high. For example, if a load of 400 kg is moved up a slope of 1 in 12 (about 5°), the required force is over 30 kg even in ideal conditions – good wheels and a smooth slope. This is above the guideline weight for men and well above the guideline weight for women.

**Uneven surfaces.** Moving an object over soft or uneven surfaces requires higher forces. On an uneven surface, the force needed to start the load moving could increase to 10% of the load weight, although this might be offset to some extent by using larger wheels. Soft ground may be even worse.

**Stance and pace.** To make it easier to push or pull, employees should keep their feet well away from the load and go no faster than walking speed. This will stop them becoming too tired too quickly.



## How do I know if there's a risk of injury?

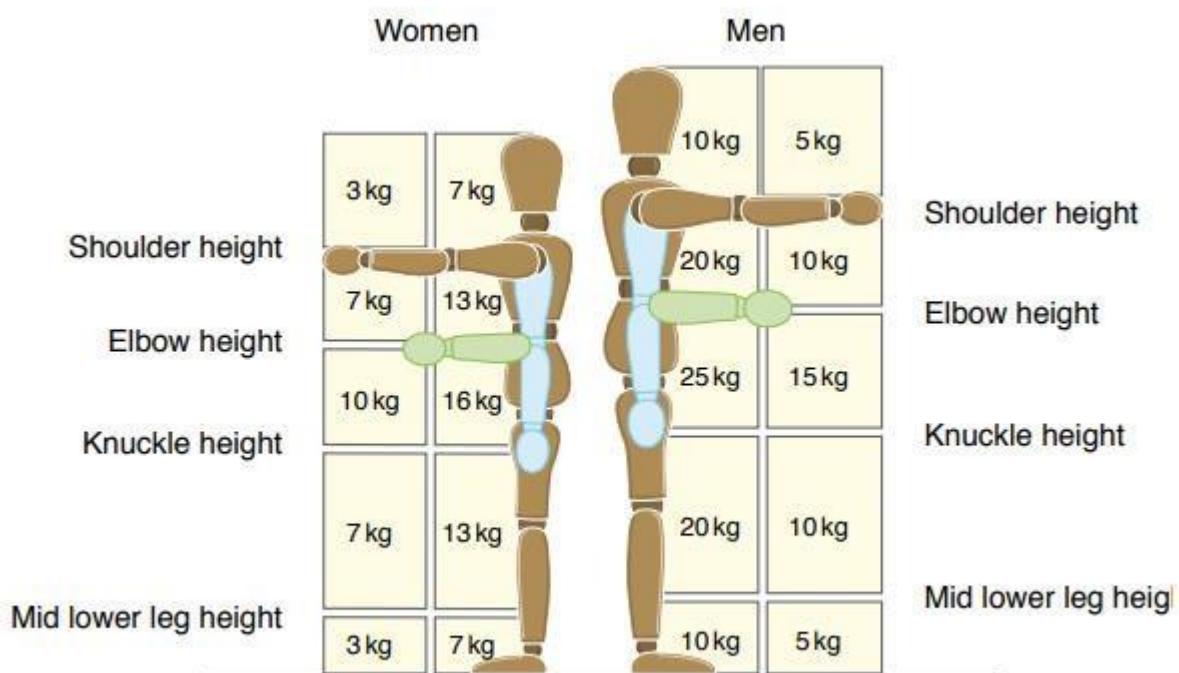
It's a matter of judgement in each case, but there are certain things to look out for, such as people puffing and sweating, excessive fatigue, bad posture, cramped work areas, awkward or heavy loads or people with a history of back trouble. Operators can often highlight which activities are unpopular, difficult or hard work.

It is difficult to be precise – so many factors vary between jobs, workplaces and people. But the general risk assessment guidelines in the next section should help you identify when you need to do a more detailed risk assessment.

## General risk assessment guidelines

There is no such thing as a completely 'safe' manual handling operation. But working within the following guidelines will cut the risk and reduce the need for a more detailed assessment.

- Use Figure 1 to make a quick and easy assessment. Each box contains a guideline weight for lifting and lowering in that zone. (As you can see, the guideline weights are reduced if handling is done with arms extended, or at high or low levels, as that is where injuries are most likely to happen.)
- Observe the work activity you are assessing and compare it to the diagram. First, decide which box or boxes the lifter's hands pass through when moving the load. Then, assess the maximum weight being handled. If it is less than the figure given in the box, the operation is within the guidelines.
- If the lifter's hands enter more than one box during the operation, use the smallest weight. Use an in-between weight if the hands are close to a boundary between boxes.
- The guideline weights assume that the load is readily grasped with both hands and that the operation takes place in reasonable working conditions, with the lifter in a stable body position.



**Figure 1** Lifting and lowering

### **Twisting**

Reduce the guideline weights if the handler twists to the side during the operation. As a rough guide, reduce them by 10% if the handler twists beyond 45°, and by 20% if the handler twists beyond 90°.

### **Frequent lifting and lowering**

The guideline weights are for infrequent operations – up to about 30 operations per hour – where the pace of work is not forced, adequate pauses to rest or use different muscles are possible, and the load is not supported by the handler for any length of time. Reduce the weights if the operation is repeated more often. As a rough guide, reduce the weights by 30% if the operation is repeated once or twice a minute, by 50% if it is repeated 5–8 times a minute, and by 80% where it is repeated more than 12 times a minute.

### **Pushing and pulling**

The task is within the guidelines if the figures in Table 2 are not exceeded:

**Table 2**

|  | <b>Men</b> | <b>Women</b> |
|--|------------|--------------|
| Force to stop or start the load            | 20 kg      | 15 kg        |
| Sustained force to keep the load in motion | 10 kg      | 7 kg         |

See 'Good handling technique for pushing and pulling' for some examples of forces required to push or pull loads.

#### *Using the results: Do I need to make a more detailed assessment?*

Using Figure 1 is a first step. If it shows the manual handling is within the guideline figures (bearing in mind the reduced limits for twisting and frequent lifts) you do not need to do any more in most cases. But you will need to make a more detailed assessment if:

- the conditions given for using the guidelines (eg that the load can be readily grasped with both hands) are not met;
- the person doing the lifting has reduced capacity, eg through ill health or pregnancy;
- the handling operation must take place with the hands beyond the boxes in the diagram; or
- the guideline figures in the diagram are exceeded.

For pushing and pulling, you should make a more detailed assessment if:

- there are extra risk factors like uneven floors or constricted spaces;
- the worker can't push or pull the load with their hands between knuckle and shoulder height;
- the load has to be moved for more than about 20 m without a break; or
- the guideline figures in Table 2 are likely to be exceeded.

See the HSE guidance *Manual handling* (see 'Further reading') for more advice on how to make a more detailed assessment.

HSE has also developed a tool called the Manual Handling Assessment Chart (MAC), to help you assess the most common risk factors in lifting, carrying and team handling. You may find the MAC useful to help identify high-risk manual handling operations and to help complete detailed risk assessments. It can be downloaded from [www.hse.gov.uk/msd](http://www.hse.gov.uk/msd).

***Does this mean I mustn't exceed the guidelines?***

No. The risk assessment guidelines are not 'safe limits' for lifting. But work outside the guidelines is likely to increase the risk of injury, so you should examine the task closely for possible improvements. You should remember that you must make the work less demanding, if it is reasonably practicable to do so.

Your main duty is to avoid lifting operations that have a risk of injury. Where it is not practicable to do this, assess each lifting operation and reduce the risk of injury to the lowest level reasonably practicable. Look carefully at higher risk operations to make sure they have been properly assessed.