

## HEALTH & SAFETY, RISK & PREMISES MANAGEMENT POLICY & PROCEDURES

At the Ashington Learning Partnership (ALP), we are committed to the health, safety and welfare of our staff, pupils and visitors. Ensuring the safety of our community is of paramount importance and this policy reflects our dedication to creating a safe learning and working environment.

The ALP is committed to:

- Providing a productive and safe learning and working environment.
- Preventing accidents and any work-related illnesses.
- Compliance with all statutory requirements.
- Minimising risks via assessment.
- Providing safe working equipment and ensuring safe working methods.
- Including all staff and representatives in health and safety decisions.
- Monitoring and reviewing our policies to ensure effectiveness.
- Setting high targets and objectives to develop the school's culture of continuous improvement.
- Ensuring adequate welfare facilities are available throughout our school.
- Ensuring adequate resources are available to address health and safety issues, so far as is reasonably practicable.

### 1. Introduction

The Governing Body fulfils many of the functions of the employer and has delegated responsibility for the day-to-day running of the school and ensuring that risks are managed effectively to the Executive Principal. Northumberland County Council provides specialist advice in relation to many safety matters and many of the services requiring technical expertise under SLA arrangements.

The Health and Safety at Work Act requires the employer to publish a health and safety policy setting out the employers' statement of intent, management organisation and detailed arrangements with regard to health and safety. The policy must be brought to the attention of each employee.

The ALP will use NCC's Schools Health and Safety Manual (SHSM) which has been designed to provide generic advice. In view of this, the ALP's own health and safety policy has been devised to provide details of the specific arrangements in place within the school.

The ALP recognises its responsibility to provide a safe and healthy environment for staff, pupils, contractors and visitors to the premises and will take all reasonably practicable steps to fulfil this responsibility. Such matters include:

- a safe place of work and a safe working environment;
- safe plant and equipment;
- safe systems of work;
- safe access to and egress from places of work;
- the assessment of all significant risks associated with work processes, and the adoption of appropriate precautions;
- the provision of adequate information, instruction, training and supervision;
- adequate consultation with staff on all matters relating to health and safety, and the fostering of a positive safety culture in the school;
- keeping abreast of legislation;

- the regular monitoring of progress, and of safety performance, to be used in the planning process;
- the inclusion of health and safety on the agenda of Governing Body meetings, at least annually;
- the inclusion of health and safety as a standing agenda item at regular staff meetings.

### The Management of Health and Safety

The Management of Health and Safety at Work Regulations require that a thorough and modern system of safety management is adopted.

### General Arrangements

The arrangements set out in Sections E to L of the SHSM remain in effect. Individual topics which do not appear in the SHSM follow.

## **2. Meetings of the Health & Safety Safeguarding & Security Management Team (HSSSMT)**

Purpose of Meetings:

- To direct and coordinate the necessary planning for health and safety
- To review, prioritise and direct safety initiatives arising from:
  - plans submitted by departments and/or coordinators
  - reports concerning safety inspections, accident reports and other means of monitoring performance
  - new information or guidance received from the County Council, enforcing authorities or consultants
- To audit all parts of the safety management system on an ongoing basis.

### Frequency of Meetings

The frequency of meetings is determined by the size and complexity of the school and number of issues to be dealt with; it is set by the SBM. Additional meetings will take place after serious incidents or where necessary. HSSSMT meetings are held in each school each half term.

## **3. Audit**

The following audits are carried out:

- Fire Safety – annual
- Health & Safety – annual
- Safeguarding – annual
- Cleaning - annual

## **4. Risk Assessment**

A written assessment of all activities that involve risk to health or safety should be produced, in which the hazards, risks and necessary precautions are identified. Assessments are best done in response to particular circumstances and by relevant staff. Once completed, there is a need to undertake a periodic review of the assessment to check they are still valid. A review may also be needed following an accident or when the activity changes. Generic risk assessments and specific written risk assessments are available on Google Drive to all staff.

With regard to teaching, in many cases standard national texts and model risk assessments are provided by organisations such as CLEAPSS, AfPE and DATA. Where relevant these are adopted, adapted and implemented.

Where appropriate, the precautions detailed in the risk assessment should be transcribed into relevant working documents, such as a lesson plans or worksheets (see Appendix ? for more information on risk).

### COSHH & Hazardous Materials

Manufacturers' safety data sheets should be obtained for all hazardous products used in school (except where 'haz-cards' are provided by CLEAPSS for Science chemicals). Risk assessments should be completed for activities involving hazardous chemicals. Further information is contained within the COSHH section of the SHSM.

## 5. **Reporting Hazards**

Staff, pupils, contractors and visitors have a legal duty to report any condition or practice they deem to be a hazard.

In the main, reporting should be via the Site Manager/Caretaker's defect reporting book as soon as possible.

Serious hazards will be reported using the green form available from the schools offices and at Appendix 5.

## 6. **Security**

The Business Manager will instruct premises staff to ensure that the school has adequate security arrangements in place for the grounds and buildings by ensuring that:

- Each building is secure locked and alarmed each night.
- The school's perimeters are sufficiently secure.

The school's security arrangements are based on a risk assessment, which is regularly reviewed by the Business Manager.

## 7. **First Aid**

The School Premises (England) Regulations 2012, requires that suitable space is provided to cater for the medical and therapy needs of pupils. At least one person who has a current paediatric first aid certificate must be on the premise at all times (at lower sites).

Admin staff will take charge when someone is injured or becomes ill, acting as first aid responder to any serious incident. They will assess the situation where there is an injured or ill person and provide immediate and appropriate treatment, sending pupils home to recover, where necessary.

The Medication Co-ordinator will ensure there is an adequate supply of materials in first aid kits, and replenish the contents as appropriate (see Appendix 7).

### In-school procedures

In the event of an accident resulting in injury:

- The closest member of staff present will assess the seriousness of the injury and seek the assistance of a qualified first aider, if appropriate, who will provide the required first aid treatment.
- The first aider, if called, will assess the injury and decide if further assistance is needed from a colleague or the emergency services. They will remain on scene until help arrives.
- The first aider will also decide whether the injured person should be moved or placed in a recovery position.

- If the first aider judges that a pupil is too unwell to remain in school, parents will be contacted and asked to collect their child. Upon their arrival, the first aider will recommend next steps to the parents.
- If emergency services are called, the admin staff will contact parents immediately/
- The first aider will complete an accident report form on the same day, or as soon as it is reasonably practical after an incident resulting in injury.

There will always be at least one first aider with a current paediatric first aid certificate on school trips, where pupils in reception or younger attend, as required by the statutory framework for the Early Years Foundation Stage.

All school staff are able to undertake first aid training if they would like to. The school will keep a register of all trained first aiders, what training they have received and when this is valid until.

## **8. Slips and Trips**

In line with HSE guidance, control measures are in place to effectively control slip and trip risks. The school utilises the following procedures:

- identify the hazards – risk factors considered include:
  - environmental (floor, steps, slopes, etc.)
  - contamination (water, food, litter, etc.)
  - organisational (task, safety, culture, etc.)
  - footwear (footwear worn for everyday events may not be in line with the schools' Uniform Policy and Staff Code of Conduct and Dress)
  - individual factors (rain, supervision, pedestrian behaviour, etc.)
- Decide who might be harmed and how;
- Consider the risks and decide if existing precautions are sufficient, or if further measures need to be introduced;
- Record the findings;
- Review the assessment regularly and revise if necessary.

## **9. Fire Safety**

Fire risk assessments are undertaken on a regular basis to identify the general fire precautions needed to ensure the safety of occupants in case of a fire. Procedures are in place for reducing the likelihood of fire including fire detection and alarm systems and their effective maintenance. Checks are made on the Fire Logs and 'fire learning walks' are undertaken.

## **10. Evacuations**

The premises staff will ensure there is sufficient access so that emergency evacuations can be accomplished safely for all pupils, including those with SEND, by ensuring that all exits are kept clear and unobstructed, and by carrying out regular checks. A checklist is attached at Appendix 15.

When assessing the safety of the school, the Invacuation, Lockdown and Evacuation Policy will be considered and reviews will be made where necessary.

## **11. Car Parking and Traffic Safety**

The following safety controls are in place:

- A **5 mph** speed limit applies throughout the school site.
- Vehicles are not permitted to access the site between 7.45am - 9am and 3.15pm - 4.45pm without written permission from the Business Manager.
- All cars must be parked in allocated spaces.
- Cars must never be parked in front of the school gates.

A risk assessment has been produced for each site available at Appendix 11.

Staff Parking Spaces:

|                  |                   |                   |                              |  |                                      |
|------------------|-------------------|-------------------|------------------------------|--|--------------------------------------|
| <b>CPS upper</b> | 25 parking spaces | 1 accessible bay  | <b>CPS Lower Early Years</b> | 24 parking spaces<br>10 parking spaces | 1 accessible bay<br>1 accessible bay |
| <b>BPS upper</b> | 34 parking spaces | 2 accessible bays | <b>BPS lower</b>             | 14 parking spaces                      | 1 accessible bay                     |

No charge will be made for using the school car park.

Staff members may not access the car park between 8.25am - 8.45am and 3.25pm - 3.45pm.

If staff members can walk or cycle to school, they are encouraged to do so.

Parent Parking:

The school has no parking spaces available to parents. They are reminded in newsletters and social media regularly that they should:

- ✓ Respect our neighbours.
- ✓ Leave plenty of time for their planned journey.
- ✓ Leave the car at home where possible and walk instead.
- ✓ Adhere to all parking notices and speed limits.

Parents should not:

- x Rush to arrive just before or at school opening times.
- x Drive in or up to the school gate.
- x Stop on the restricted 'yellow marked' areas outside the school.
- x Park on drives or pavements.
- x Block driveways or 'double park'.
- x Use entrances as 'turning circles'.

### **11a. Injuries Due to Traffic**

If a person is injured by a member of staff or visitor driving in the school car park, the driver will be held responsible in the standard way if, by lack of reasonable care, injuries were caused to another person.

The school does not accept any responsibility for injuries caused by staff or visitors in the school car park, regardless of the fact that the incident occurred on school grounds.

### **11b. Damage to Vehicles**

Damage occurring to staff members' or visitors' vehicles while on school property will not be considered the responsibility of the school, unless the damage occurs due to a lack of adequate supervision of pupils, in which case, the school may accept responsibility, depending on the circumstances.

## **12. Gas & Electric**

Regular statutory testing is carried out via an SLA from Northumberland County Council. This includes:

- Annual tests of 240v portable electrical appliances (PAT);
- 5 year fixed wiring inspections;
- Air con energy assessment – every 5 years;
- Air conditioning – annual;
- Security alarm maintenance – annual;
- Emergency lights – annual;
- Gas + kitchen gas soundness – annual;
- Domestic ovens – annual;
- Caretakers gas & oil – annual;
- Boiler maintenance – annual;
- Automatic roller shutter doors.

## **13. Asbestos**

Asbestos is a generic term for a range of minerals used in construction for their insulation and fire resisting properties. These minerals include crocidolite, chrysotile and amosite sometimes which are also known as blue, white and brown asbestos respectively.

Asbestos fibres are dangerous to human health if they become airborne in small particles and are inhaled into the lungs. However, when asbestos is undamaged, remains undisturbed or is correctly sealed, it presents practically no risk. Therefore, it is the policy of the school that whenever possible, asbestos is to be left undisturbed and it will not be removed where it is considered to be of negligible risk.

The ALP understands that any asbestos found in our buildings must be managed properly because our pupils', staff and visitors' health and wellbeing is of the upmost importance.

If there is an incident of asbestos exposure, the school will take the necessary steps to ensure that everyone is safe and, if the incident is major, the SBM will report it to the HSE.

The duty holder with a legal responsibility for the safe management of asbestos lies with the school governors. They are required to ensure that they submit their assurance declarations to the Asbestos Management Assurance Process (AMAP).

The duty holder is responsible for:

- The maintenance and repair of the school and safe management of asbestos.
- Consulting with employees on matters that affect their health and safety.

The school is not legally required to inform parents about the presence of asbestos in the school. If management arrangements at the school fail to prevent the disturbance of asbestos containing materials, and there is an accidental release of asbestos fibres, those affected will be informed.

### **13a. Management of Asbestos**

#### Management survey of asbestos-containing materials (ACMs)

- The schools have an asbestos survey on each site which records the location and condition of the asbestos in all school buildings constructed before 2000.
- The surveys are conducted in accordance with HSE guidance, and undertaken by a United Kingdom Accreditation Service (UKAS) accredited surveying organisation.
- The surveys covers all accessible places, including above the ceiling and floor ducting.
- The risks associated with each occurrence of asbestos in the schools are assessed.

The school will update its plan if:

- New information is received, e.g. from 'refurbishment and demolition' surveys.
- Work is undertaken on ACMs.
- Damage to asbestos areas occurs.
- ACMs are removed.

#### Ensuring staff and visitors know the risks and precautions that need to be taken

The SLT will inform staff, volunteers and other stakeholders of all locations of ACMs and how they can be damaged and disturbed. The schools also have plans in place to ensure that, if emergency services request information about the asbestos that is present in the school, information will be provided to help keep emergency service workers safe.

The asbestos survey for each site is held at reception and is made available for inspection and reference when required. This is required even if no asbestos has been identified on the premises. All contractors are directed to read the asbestos survey and sign as such, before starting any work in the school.

### **13b. Building and Maintenance Work**

The school's management survey only covers readily accessible areas; therefore, it may not have covered all ACMs that are present. If concerns arise that work may disturb hidden ACMs, the school (or LA) will arrange for a 'refurbishment and demolition' survey to be carried out in the area where work is set to take place. Due to the intrusive nature of this survey, it will be carried out under controlled conditions. These surveys will be passed on to those who will eventually take on the work.

### **13c. Asbestos-related incidents**

If the school finds that there has been, or may have been, an unplanned disturbance of asbestos, the following action will be taken:

- All activities will stop and everyone will be evacuated from the affected area.
- Staff, pupils and visitors will not be allowed to re-enter the affected areas until any necessary remedial action has been taken.
- Items, including equipment, books or personal belongings, will not be moved from the area.
- Advice will be sought from an asbestos expert regarding remedial action (NCC Asbestos Officer 01670 622309).
- If the incident is major, the SBM will notify the HSE, as this is a legal requirement under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013.

Contractors on site will have procedures in place to deal with the unintended or unexpected release of asbestos and will liaise with the SBM.

Anyone who has come into contact with asbestos, and is concerned about their exposure, will be advised to contact their GP.

#### **14. Water Supply**

The ALP will ensure that the schools' water supplies meets the regulatory requirements by carrying out the necessary checks at appropriate intervals, so that:

- The schools have a clean supply of water for domestic purposes, including a supply of drinking water.
- Toilet facilities have an adequate supply of cold water and washbasins, and sinks and showers have an adequate supply of hot and cold water.
- Flushing routines are carried out by premises staff and outcomes recorded.
- Where there is a normal level of physical activity associated with teaching, private study or examinations, the heating systems will be capable of maintaining a temperature of 18 °C.
- Where there is a high level of physical activity, e.g. PE sports halls, washrooms, sleeping accommodation and circulation spaces, the heating systems will be capable of maintaining a temperature of 15 °C.
- The school's heating systems will be capable of maintaining the above criteria at a height of 0.5 metres above floor level when the external air temperature is –1 °C.
- Regular checks will be made by premises staff and outcomes recorded.

##### **14.a Legionella**

Legionella is a generic term for a type of bacteria (legionellae) which is common in natural and artificial water supplies. The bacteria thrive at temperatures between 20°C and 45°C but can be killed by elevated temperatures or chemical treatment. Legionellosis is the name given to a group of pneumonia like illnesses caused by Legionella.

All illnesses due to the legionella species are known collectively as "legionellosis" but the most well-known is Legionnaires' disease which can be serious for elderly people and others with respiratory problems or immune-deficiency. Infection is only a risk when there is inhalation of very fine water droplets that are contaminated with high concentrations of legionella bacteria. Healthy people are unlikely to contract an infection and outbreaks are rare.

The ALP will undertake to ensure compliance with the relevant legislation with regard to the Control of Legionella in hot and cold water systems for all pupils and employees and to ensure best practice by extending the arrangements as far as is reasonably practicable to others who may also be affected by our activities.

Flushing and testing of water outlets will be carried out and records are kept for each water outlet of flushing and testing and disinfection procedures in accordance with Appendix 2. Any problems with water or the water system are reported to Northumberland County Council with whom we hold an SLA.

Disinfection of the system will be necessary when testing indicates there is sufficient level of legionella present in the water system to require treatment – see Appendix 9.

##### **14b. Drainage**

The premises staff will carry out regular checks to ensure that there is adequate drainage for hygiene purposes and for the disposal of waste water and surface water. External drainage specialists will be called in should problems arise.

## **15. Toilet and Washing Facilities**

- For pupils aged 2 - 8 we aim to provide a minimum of one toilet and washbasin for every 20 pupils.
- For pupils over 8 year olds toilets will be segregated into male and female.
- No more than two thirds of boys' appliances will be urinals.

Toilet and washing facilities will be planned to ensure that:

- Hand washing facilities are provided within the vicinity of every toilet.
- The facilities are properly lit and ventilated.
- They are located in areas that provide easy access for pupils, and allow for supervision by members of staff, without compromising the privacy of pupils.
- Disabled toilets will have a toilet, washbasin and where possible, a shower or wash-down fitting.
- Where possible, shower areas will be separate from toilets and they will provide adequate privacy.
- There are appropriate facilities in place for pupils who are ill, including:
  - An area for medical examination or first aid treatment.
  - Access to a washbasin.

## **16. Display Screen Equipment**

Staff who are using computer workstations regularly and for a significant part of their working day (defined as 'computer users') should be provided with a suitable workstation which is ergonomically designed to minimise the stresses and strains of this type of work. In practice this requires the provision of adjustable furniture to provide optimum support and comfort for the user and a clear screen display which is set up to avoid unwanted reflections.

All defined 'computer users' should complete a self-assessment of their workstation which is then passed to a trained workstation assessor to be verified. Each school should have at least one member of staff who is suitably trained in carrying out DSE workstation assessments. All workstations must be assessed periodically and new workstations must be assessed before being put into use.

The cost of reimbursement of eye tests for users and the provision of corrective spectacles, where deemed necessary solely for DSE use, were delegated to schools.

## **17. Machinery and Work Equipment**

All new machinery and work equipment should be selected through assessment to ensure that it is appropriate for the intended purpose. All such equipment must be maintained in safe working order, usually by a specialist contract via an SLA or other such contract.

## **18. Procedures for dealing Bodily Fluids**

Apart from a general duty (under the Health and Safety at Work etc Act 1974) to protect the health, safety and welfare of staff and pupils, there are no rules or regulations surrounding the cleaning up of bodily fluids.

Public Heath England (PHE) states that all spillages of bodily fluids, including blood, faeces, saliva, vomit, nasal and eye discharges should be cleaned up as soon as is practicable, using appropriate PPE to protect the eyes, nose, mouth and any open sores.

All staff have a duty of care towards the health and safety of their pupils, yet all cannot be *obliged* to assist with cleaning up procedures. Procedures should be in place where they may notify another member of staff who will deal with such matters e.g. the school caretaker.

Spillages of bodily fluids should be cleaned up using disposable paper towels or cloths, following by a product which combines both detergent and disinfectant, and is effective against both bacteria and viruses (bleach is not be used in school).

For blood, vomit and urine, a spillage kit is available.

Vomiting creates plumes of particles which may land on any surface or object thus spreading infectious agents over a wide area. Deposited material could then be inhaled or ingested if hand to mouth contact is made with the surface or object. It is therefore difficult for cleaning to be fully effective as residual material can remain. Elevated levels of hand washing to minimise the risk are recommended after cleaning.

The key hygiene issue is that vomit is cleaned up and all hard surfaces are thoroughly cleansed as well. If contamination occurs in an area with carpet and soft furnishings, strongly consider steam cleaning the area as virus can survive in these materials and be released as an aerosol and lead to further infection in that area.

Excreta should be discarded directly into the toilet using disposal absorbent material, i.e. toilet paper. Particular care should be taken if large quantities of material are to be removed, in which

Contaminated material, such as disposable gloves, should be disposed of in a clinical waste bag, which should itself be securely sealed and disposed of. Contaminated clothing should be laundered at the hottest wash that the fabric will tolerate.

'Spill kits' are available on each site which contain the appropriate PPE to be used as well as additional absorbing powder. Vomit bowls are available around school in order to reduce the likelihood of vomit on floors, etc. Anti-bacterial hand gel is available.

The process to be followed:

- The spill will be covered by the powder by the first available member of staff;
- The area will be marked by a cone/sign where at all possible;
- If site staff are off duty and other staff are willing, and have the time, to clean up any spillages it will be appreciated, otherwise the task will fall to the caretaker/site manager as soon as they return on duty;
- Appropriate PPE and disposal requirements must be met;
- A COSHH sheet is available for the absorbent granules on Google Drive. Gloves and goggles are recommended.

## **19. Personal Protective Equipment (PPE)**

Where PPE is identified as a control measure in a risk assessment the equipment selected must be appropriate for the task. This ensures that it will provide adequate protection and is compatible with other equipment in use. The assessment should be reviewed if there is a significant change in the activity.

All PPE must be maintained in good working order and any defect reported immediately to the SBM for repair or replacement.

Respiratory protective equipment (RPE), if held, is maintained in good working order, kept hygienically clean, stored in clean condition, and inspected at monthly intervals (3 monthly where use is infrequent) by the SBM or person delegated by them. A written record will be kept for inspection. Alternatively, disposable RPE is used, provided that this is suitable for purpose and worn in line with the manufacturer's instructions. The cost of all PPE is covered by the school.

## **20. Training**

The school will ensure that staff members are provided with the health and safety training they need for their job. This may not mean attendance at training courses; it may simply involve providing staff with basic instructions and information about health and safety in the school.

The SBM will ensure:

- that at least one member of staff is suitably trained in the handling of hazardous chemicals and materials;
- that there are an appropriate number of first-aid trained staff members working within in each site;
- staff know how to meet their duties outlined in this policy.

Staff members will be:

- provided with regular training opportunities and have access to support where needed;
- expected to assess risks specific to their role, support will be given.

Where relevant to their role, staff will receive specific training in:

- using industrial machinery;
- managing asbestos;
- having responsibility for the storage and accountability for potentially hazardous materials.

## **21. Legal Considerations**

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Health and Safety at Work etc. Act 1974
- The Workplace (Health, Safety and Welfare) Regulations 1992
- The Management of Health and Safety at Work Regulations 1999
- The Control of Substances Hazardous to Health Regulations 2002 (amended 2004)
- Counter-Terrorism and Security Act 2015
- The Construction (Design and Management) Regulations 2015
- The Personal Protective Equipment at Work Regulations 1992
- The Education (School Premises) Regulations 1999
- Section 547 of the Education Act 1996
- Section 40 of the Local Government (Miscellaneous Provisions) Act 1982
- [DfE \(2018\) 'Health and safety: responsibilities and duties for schools'](#)
- [DfE \(2015\) 'Health and safety for school children'](#)
- [DfE \(2018\) 'Keeping children safe in education'](#)
- [DfE \(2017\) 'Safe storage and disposal of hazardous materials and chemicals'](#)
- [HSE \(2014\) 'Sensible health and safety management in schools'](#)

This policy has due regard to non-statutory guidance, including the following:

- ESFA 'Managing asbestos in your school' 2017
- DfE (2018) 'Controlling access to school premises'
- DfE (2018) 'School security: draft guidance'

- DfE (2014) 'Health and safety: advice on legal duties and powers'
- HSE (2012), 'Working with substances hazardous to health'

## **20. Linked Documents:**

NCC's SHSM

The Control of Asbestos Regulations 2012

The School Premises (England) Regulations 2012

The School Standards and Framework Act 1998

The Hazardous Waste (England and Wales) Regulations 2005

Environmental Protection Act 1990

Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR)

HSE Icy Conditions & Winter Weather 2016

ALP Accident & First Aid Reporting Policy

ALP Fire Log & Risk Assessment

ALP Premises Management Policy

ALP Curriculum Policy

ALP Educational Visits Policy

ALP E-safety Policy

ALP Infection Control Policy

ALP Evacuation, Lockdown & Evacuation Policy

ALP Lettings Policy

ALP Lone Working Policy

ALP Manual Handling Policy

ALP Minibus Policy

ALP Near Miss Policy

ALP Positive Handling & Restraint

ALP Risk Assessment Policy

ALP Safeguarding & Child Protection Policy

ALP Security Policy

ALP Supporting Children with Medical Needs Policy

## **Appendices:**

1. Safety Organisation
2. Roles and Responsibilities
3. Health & Safety Report ('Green Form')
4. Risk Assessment
5. Blank Risk Assessment
6. COSHH
7. Security
8. First Aid Equipment Log
9. Flushing & Temperature Testing Procedures / Flushing Checklist
10. Fire
11. Fire Walk & Log Checklists
12. Traffic & Car Park Risk Assessment
13. Premises Management Procedures
14. Gritting of Areas
15. Advice for Parents/Carers on School Closure due to Adverse Weather Conditions
16. Premises Checklists & Maintenance Schedule
17. Cleaning Procedures
18. Cleaning Standard Audit Form
19. School Food Checklist & Food Allergy Checklist
20. Definitions

|   |                          |                           |                                     |
|---|--------------------------|---------------------------|-------------------------------------|
| <b>Created</b>  | <input type="checkbox"/> | <b>Reviewed</b>           | <input checked="" type="checkbox"/> |
| Signed:   |                          | <b>Name: Nikki Lumley</b> |                                     |
| <b>Role: Business Manager</b>                         |                          | <b>Date: June 2019</b>    |                                     |
| <b>Adopted</b>  |                          |                           |                                     |
| Signed:   |                          | <b>Name: Gemma Craik</b>  |                                     |
| <b>Role: Chair, Finance &amp; Resources Committee</b> |                          | <b>Date: June 2019</b>    |                                     |

**Safety Organisation**

Key roles within the school are identified below:

|  | <b>Bothal Primary</b>  | <b>Central Primary</b>   |
|--|--|--|
| <b>Chair of Governors</b>                    |  | Mrs Louise Rule  |
| <b>Vice Chair</b>                            |  |  |
| <b>Governor with Safety Responsibilities</b> |  | Mr Ian Harbottle   |
| <b>Executive Principal</b>                   |  | Mr Andy Roberts  |
| <b>Head of School</b>                        |  | Miss Louise Hall   |
| <b>School Safety Coordinator/SBM</b>         |  | Mrs Nikki Lumley   |
| <b>Deputy/Assistant Heads</b>                | Mrs Leanne Johnson<br>Mr Alan Kemp   | Miss Aimee Hall<br>Miss Catherine Clark<br>Mrs Janice Caisley<br>Mrs Catharine Harle<br>Miss Karen Ternent   |
| <b>Medication Coordinator</b>                | Miss Erica Forsyth   | Mrs Christine Scott  |
| <b>Sites' Manager/Caretaker</b>              | Mr Phil Bell-Saunders<br>Mr Mark Charlton  | Mr Ian Cowie<br>Mr Rod Chisholm  |
| <b>Kitchen Manager</b>                       | Mrs Paula Davison<br>Mrs Margaret Lisle  | Mrs Tracey Stephens<br>Mrs Sandra Hall   |
| <b>COSHH Coordinator</b>                     | Mr Phil Bell-Saunders<br>Mr Mark Charlton<br>Mrs Nikki Lumley  | Mr Ian Cowie<br>Mr Rod Chisholm  |
| <b>Risk Assessment Coordinator</b>           |  | Mrs Nikki Lumley   |
| <b>Manual Handling Coordinator</b>           | Mr Phil Bell-Saunders<br>Mr Mark Charlton  | Mr Ian Cowie<br>Mr Rod Chisholm  |
| <b>PAT Testing</b>                           | Mr Phil Bell-Saunders  | Mr Ian Cowie   |
| <b>Education Visits Coordinator (EVC)</b>    |  | Mrs Nikki Lumley   |
| <b>Designated Safeguarding Officers</b>      | Mrs Leanne Johnson (DSL)<br>Mr Alan Kemp (Deputy)<br>Mrs Sue Arkle (Deputy)  | Miss Sam Agan (DSL)<br>Miss Keren Ternent (Deputy)<br>Mrs Catharine Harle (Deputy)   |
| <b>Trust DSL</b>                             |  | Miss Louise Hall   |
| <b>Safety Management Team</b>                | Mrs Natasha Miller<br>Miss Erica Forsyth<br>Mr Andrew Hewitt<br>Mr Phil Bell-Saunders<br>Mrs Lynsey Marcon<br>Mr Liam Murray<br>Mrs Leurette Thain | Mrs Nikki Lumley<br>Mr Ross Crichton<br>Mrs Heather Walker<br>Mrs Anne Parker<br><br>Miss Sam Agan<br>Mrs Anne Parker<br>Mrs Christine Scott<br>Mrs Karen Winter<br>Mrs Janice Caisley<br>Mr Ian Cowie |

## **Roles and Responsibilities**

### **School Governors**

The Chair of the Governing Body should take steps to discharge their own responsibilities for health and safety performance in school. Details of the responsibilities of governing bodies in relation to NCC is given in section 'E1 – Safety Management' of SHSM. However, some of the principle responsibilities are given below.

Ensure that Executive Principals have made adequate arrangements to discharge their responsibilities for health and safety within the school as detailed below:

- in conjunction with the Executive Principal, provide a monitoring role for the school for health and safety performance;
- ensuring that health and safety issues are covered at meetings of the FRC;
- to ensure adequate resources are given to safety issues;
- to review performance periodically;
- to ensure that appropriate safety training is given priority for both governors and staff.

### **Executive Principal**

The Executive Principal is responsible for the effective day-to-day management of school activities, including the safe conduct of staff and pupils. Assistance in this task is provided though the delegation of specific duties to those staff who comprise the HSSS management team (see Appendix 1).

The Executive Principal, assisted by the management team, is required to:

- Establish a structured system of safety management, in accordance with schools' Health and Safety Policy Manual. This should be designed to identify safety requirements and objectives and set out clear priorities which are incorporated into the school budget planning process and, where appropriate, the School Development Plan.
- monitor and review safety performance regularly, and identify future needs in order to aid the planning process.
- implement a system for safeguarding all persons either on the premises, or involved in school activities, from risks which are reasonably foreseeable.
- coordinate any necessary safety arrangements with any contractors working on the site;
- implement such procedures as are necessary to comply with all health and safety legislation, in accordance with NCC guidance
- provide regular reports on significant issues and general progress to the Governing Body;
- foster the growth of a positive safety culture, in which all the staff share the aim of continuous improvement in health and safety.
- oversee the day-to-day implementation of this policy and ensure that all members of staff are fully aware of their roles and responsibilities, as well as the necessary control measures they are required to undertake.
- ensures that all members of staff receive effective COSHH training.
- ensures that, where possible, the use of hazardous substances is avoided.
- Ensures that risk assessments are completed, where the use of hazardous substances cannot be avoided
- Ensures that risk assessments are completed, where the use of hazardous substances cannot be avoided and effective control measures are in place.
- ensures that an up-to-date record is maintained of all hazardous substances which are used, and they are clearly labelled.

## **School Business Manager**

The Executive Principal will delegate certain responsibilities to the Safety Coordinator in part or in full:

- to annually review the schools' Health and Safety Policy and arrangements, in conjunction with the Executive Principal;
- to ensure that members of staff are aware of, and have access, to the schools' Health and Safety Policy;
- to ensure new or temporary staff are informed of their Health and Safety responsibilities and duties and that they are provided with the necessary information, documentation and support to allow them to carry out their duties safely;
- the health and safety aspects, affecting the design and layout of new and reorganised working areas;
- the health and safety aspects of new plant, equipment and personal protective equipment;
- to ensure that periodic inspections of the premises, plant, tools, equipment and work activities are completed;
- to liaise, where appropriate, with Health and Safety Executive (HSE) Inspections, Fire Safety Officers, Environmental Health Officers, etc.
- Coordinate and supervise maintenance and repair work, including securing any external contractor where necessary.
- Manage any lettings in line with the Lettings Policy.
- Conduct the Health and Safety Audit.
- Conduct the Asbestos Management Checklist.
- Review premises management legislation and report any issues.
- Ensure that hygiene is maintained at the school.
- Conduct the relevant premises risk assessments, e.g. fire safety.
- Ensure that all staff are informed of any asbestos located within the school and arrange for any necessary repairs to the school regarding asbestos.
- Oversee the safety of the school's staff and pupils.
- Report any issues with the premises to the Premises Manager and governing body as appropriate.
- Ensure that the premises needs of people with SEND are met, e.g. accessibility.
- Manage the relevant staff members who are responsible for the management of the premises, e.g. catering staff and caretakers.
- Budgeting for security measures effectively.
- Ensuring that security is taken into account when considering any proposed changes to the school premises.
- Reporting crimes to the police.
- Reporting security incidents to the police or emergency services, where appropriate.
- Ensuring a Business Continuity Plan is in place.
- Ensuring potential hazards are identified and risk assessments are carried out as appropriate.
- Allocating resources in response to risk assessments and determining a course of action, if it has been identified that a risk cannot be suitably controlled so far as is reasonably practicable.

## **Subject Coordinators/Leaders**

The Subject Coordinator is responsible to the SBM for the safe management of and for implementing specific school health and safety procedures relating to the subject area.

The Subject Coordinator will:

- identify clear short and long term priorities of the Department/Subject with regard to health and safety and provide this information to the Executive Principal so that it may be included in the normal budget planning arrangements.
- maintain a permanent file of safety publications and guidance issued by NCC, or any other relevant bodies or professional associations, relevant to the subject. They will ensure that it is

freely accessible to all relevant staff, and that all subsequent additions are brought to the attention of such staff, and added to the file, as appropriate.

- assist in the fostering of a positive safety culture within their subject area.
- make appropriate arrangements for the periodic monitoring of safety standards, arrangements and progress towards identified objectives. They will report the results to the Executive Principal, for incorporation in the regular review of safety matters and inclusion, where appropriate, in the School Development Plan and/or budget planning.

### **Catering Manager**

Catering Managers are responsible to the SBM for the safe organisation and work of the school kitchens, and for fulfilling all those functions listed under subject coordinators above.

Catering Managers are responsible for reporting accidents, defects to the building or kitchen equipment and any other relevant matter to the SBM.

The schools manage their own catering services directly. With the support of an SLA with NCC schools meals team. The SLA includes the provision of support to kitchen staff, training and key health and safety documentation as well as advice on menus, ensuring they meet the government's nutritional standards.

### **Sites Managers and Caretakers**

The site staff are responsible to the SBM for the safe organisation and work of the service and for fulfilling those functions listed under subject coordinator above with respect to other caretaking or cleaning staff. These staff are responsible for reporting accidents, defects to the building or their equipment and any other relevant matters to the SBM.

The site manager is responsible for:

- Securing school entrances and exits.
- Carrying out security checks on a **daily** basis and maintaining a record of these checks.
- Ensuring all access control systems, e.g. intruder alarms, are in good working order and are activated once the school has closed.
- providing safe storage and disposal arrangements for hazardous substances.
- purchasing personal protective equipment (PPE), ensuring that this is regularly reviewed, is of an appropriate standard and in line with this Health and Safety Policy.

### **COSHH Coordinator responsibilities**

The COSHH Coordinator:

- conducts formal assessments of the health risks to all those at the school.
- prevents and controls the exposure of hazardous substances.
- ensures the proper use of controls, such as PPE, are adopted.
- ensures that the controls used are necessary, safe and regularly reviewed.
- conducts health surveillance for staff, where necessary.
- provides instruction, information and training on the use of hazardous substances.

### **All Staff**

All staff have a duty to take reasonable care of themselves and other persons who may be affected by their acts or omissions at work. Individuals also have a duty to cooperate with their managers in order that the employer can fulfil its statutory duties. The Health and Safety at Work Act also makes reckless interference with or misuse of anything provided in the interest of health, safety or welfare an offence.

Health and safety legislation requires all staff to use all materials, equipment and facilities in accordance with the information, instruction and training which they have received. Furthermore, staff must observe site safety rules and all instructions on health and safety issued by the SBM or any other person delegated to be responsible for a relevant aspect of safety.

All staff members are responsible for:

- Securing windows and doors when rooms are not in use.
- Ensuring that visitors sign in and out at the school office.
- Challenging any unidentified individuals and notifying the SLT of any unauthorised person.
- Securing valuable equipment after use.
- Ensuring the security of school equipment when taken off the school premises, such as laptops.
- Accessing the school premises in accordance with the school's Key Holder Policy.
- Acting in accordance with the school's Data Protection Policy and Data and E-security and Breach Management Plan, ensuring that data and information is secure.
- Reporting any minor security concerns to the SBM.
- Reporting major security concerns directly to the police/emergency services, where appropriate.
- Carrying out assigned risk assessments effectively, ensuring all risks are identified as well as suitable control measures.
- Reporting any risks or defect to the SBM in order to create new, or update, risk assessments.
- Using hazardous substances in accordance with the risk assessments conducted prior to use and the manufacturer's instructions, including the required control measures.
- Using PPE when necessary and report any damage to the SBM immediately.
- Attending COSHH training sessions.
- Communicating the COSHH procedures and control measures to pupils, as appropriate.

Staff must report immediately to a member of HSSSMT:

- serious and immediate danger to health and safety, including any defects relating to facilities or equipment;
- matter which they, taking into account their instruction and training, would reasonably consider represents a shortcoming in the protective arrangements for health and safety;
- accidents, near miss, violent incident or hazard, ensuring that an appropriate report form is completed.

**Health & Safety Report – ‘Green Form’**

|  |  |       |
|--|--|-------|
| Bothal Upper <input type="checkbox"/>                              | Bothal Lower <input type="checkbox"/>  |       |
| Central Upper <input type="checkbox"/>                             | Central Lower <input type="checkbox"/> |       |
| Area H & S risk identified:  |  |       |
| Nature of Concern:   |  |       |
| Perceived Risk to Pupils or Adult:                                 |  |       |
| Reporting Adult Name:  | Job Title:                             |       |
| Date:  |  |       |
| <b>Pass form to Site Health &amp; Safety Representative or SBM</b> |  |       |
| Action Taken by H & S Rep/SBM:                                     |  |       |
| Signature:   | Job Title:                             | Date: |
| Logged on CPOMS by (Name):   | Date:                                  |       |
| Logged on Google Drive (Name):                                     | Date:                                  |       |
| Discussed at HSSM Meeting Date:                                    |  |       |

**TO BE PRINTED ON GREEN PAPER**

## Risk Assessment

In accordance the Management of Health and Safety at Work Regulations 1999, the ALP will assess the risks to the health and safety of staff, pupils and others affected by the school's activities.

The ALP will ensure that a common-sense and proportionate approach is applied to risk assessment management.

Where a new activity is taking place, a specific risk assessment of significant risks will be conducted.

Where an activity usually forms part of a school day, the school will not conduct separate risk assessments for each visit – termly checks will be conducted to ensure the precautions implemented remain suitable and any changes will be made as necessary.

Risk assessments will identify all defects and potential risks along with necessary solutions or control measures.

### 1. Areas of risk

The school identifies key areas of school management that present risks to the school community – these include, but are not limited to, the following:

- Safeguarding
- Pupil welfare
- Health and safety
- Security
- Fire safety
- Critical incidents
- School trips
- Lessons and activities
- Pupils with significant needs
- Staff recruitment

Specific risk assessments by professionals are also conducted under the following categories:

- Asbestos
- Legionella
- Gas safety
- Electrical safety
- Fire safety

### 2. Risk Ratings

The ALP adopts the following risk ratings to determine the impact and severity of different hazards:

| Likelihood   | Impact    |              |           |                  |
|--------------|-----------|--------------|-----------|------------------|
|              | 1 – Minor | 2 – Moderate | 3 – Major | 4 – Catastrophic |
| 1 – Rare     | 1         | 2            | 3         | 4                |
| 2 – Unlikely | 2         | 4            | 6         | 8                |
| 3 – Possible | 3         | 6            | 9         | 12               |
| 4 – Likely   | 4         | 8            | 12        | 16               |

The ALP has identified the following risk actions depending on the determined risk rating:

| Degree of risk  | Risk treatment  |
|-----------------|---|
| <b>Low</b>      | <ul style="list-style-type: none"> <li>Acceptable level of risk.</li> <li>Risks should be monitored and reassessed at appropriate intervals.</li> <li>No further action or additional controls should be necessary.</li> </ul>  |
| <b>Moderate</b> | <ul style="list-style-type: none"> <li>Unacceptable level of risk.</li> <li>Efforts should be made to reduce risk.</li> <li>Establish more precisely the likelihood of harm as a basis for determining the need for improved control measures.</li> <li>Resources may need to be allocated to reduce the risk.</li> <li>Where the risk involves work in progress, immediate action should be taken.</li> </ul>    |
| <b>High</b>     | <ul style="list-style-type: none"> <li>Unacceptable level of risk.</li> <li>Immediate action must be taken to manage the risk.</li> <li>Control measures must be put into place which significantly reduce the impact of the event or the likelihood of it occurring.</li> <li>A significant number of control measures are required.</li> <li>Resources will need to be allocated to reduce the risk.</li> </ul> |

When completing risk assessments, staff members will grade impact and likelihood using the above scale systems.

### 3. Principles of effective risk management and assessment

The school adopts the following key principles of risk prevention:

- If possible, avoid a risk altogether;
- Avoid introducing new hazards;
- Evaluate unavoidable risks via a risk assessment;
- Take advantage of technological and technical progress;
- Implement risk prevention measures;
- Give priority to protection measures that safeguard the whole school;
- Ensure that staff and pupils understand what they must do to minimise risk;
- Maintain a positive approach to health and safety within school.

The school identifies a five-stage process to undertaking a risk assessment:

- Identify the hazards
- Decide who might be harmed and how
- Evaluate the risks
- Record the findings
- Review

### 4. Step 1 - Identify the hazards

To identify hazards, staff members will have regard to the following:

- Slipping and tripping hazards, e.g. poorly maintained floors or stairs;
- Fire, e.g. from flammable materials;
- Chemicals and how they are used, and in what quantities, e.g. cleaning chemicals;
- Moving parts of machinery, e.g. within faculty workshops;
- Working at height, e.g. scaffolding around buildings;
- Ejection of materials, e.g. workshops and experiments;
- Pressure systems, e.g. within laboratories;
- Electricity, e.g. poor wiring, portable appliances, electrical experiments;
- Dust, e.g. metal grinding and cement;

- Fumes, e.g. welding and chemicals;
- Manual handling;
- General environment, e.g. poor lighting or low/high temperature;
- Biological hazards, e.g. gardening or contact with bodily fluids;
- Behaviour management, e.g. kicking, hitting, verbal abuse, threats/aggression, running away, vandalism, bullying or stealing.

## 5. Step 2 – decide who might be harmed and how

Staff will have regard to the following groups of people:

- Staff members
- Cleaners
- Contractors
- Members of the public
- Parents
- Pupils

Staff will also have due regard to the following vulnerable groups:

- Staff and student staff/pupils with disabilities
- Inexperienced staff
- Visitors
- Lone workers
- Pregnant workers

## 6. Step 3 – evaluate the risks

Staff should evaluate the risks arising from the hazards and decide whether existing precautions are adequate or more should be done.

For each significant hazard, staff should decide whether the risk is high, moderate or low.

Staff will ensure that the following are in place:

- Adequate information, instruction or training;
- Adequate systems or procedures.

## 7. Step 4 – record the findings

Staff will ensure that the most significant hazards are recorded, as well as the control measures in place those hazards.

All findings will be reported to the SBM.

## 8. Step 5 – review

There are no set statutory guidelines for the review of risk assessments. The ALP implements the following requirements for when risk assessments will be reviewed:

- When there are changes to an activity;
- After a near-miss or accident;
- When there are changes to the people involved in the activity;
- When there are changes to related legislation;
- Annually, if for no other reason.

Reviews of the risk assessments will be dynamic – changes will be made immediately to the existing risk assessment.

**9. Training**

All staff members receive training of basic risk management procedures.

Staff members with a responsibility of creating and completing risk assessments, such as school trip leaders, will receive training on risk management.

## Blank Risk Assessment Form

| Activity:                                  |       |              | Site: BPS Upper <input type="checkbox"/> BPS Lower <input type="checkbox"/> CPS Upper <input type="checkbox"/> CPS Lower <input type="checkbox"/> ALP <input type="checkbox"/> |       |  |
|--|-------|--------------|--|-------|--|
| People at Risk:                            |       |              | Additional Information:  |       |  |
| Hazard                                     | Risk  | Rating L/M/H | Existing Control Measures  |       | Additional Action Required (action by whom, by when) |
|  |       |              |  |       |  |
| <i>Are these measures adequate? Yes/No</i> |       |              |  |       |  |
|  |       |              |  |       |  |
| <i>Are these measures adequate? Yes/No</i> |       |              |  |       |  |
|  |       |              |  |       |  |
| <i>Are these measures adequate? Yes/No</i> |       |              |  |       |  |
|  |       |              |  |       |  |
| <i>Are these measures adequate? Yes/No</i> |       |              |  |       |  |
| Signature:                                 | Name: |              | Job Title:   | Date: | Review Date:   |

**COSHH**

The ALP understands the importance of protecting the health and safety of all its employees and pupils. The Control of Substances Hazardous to Health Regulations (COSHH) 2002 (amended 2004), require employers to prevent their employees from being exposed to substances hazardous to health. Where exposure cannot be prevented, employers must ensure that the exposure is adequately controlled, through the use of risk assessments and appropriate control measures.

We aim:

- To ensure that all members of staff are aware of their roles and responsibilities for preventing ill health as a result of hazardous substances, and that adequate control measures are implemented and monitored at the school.
- To assess the risk of hazardous substances used in the school and the impact they may have on health.
- To implement appropriate control measures in order to manage identified risks.
- To regularly monitor control measures and ensure that they are adequate, including the review of control equipment.
- To regularly monitor the extent to which staff and pupils are exposed to hazardous substances and conduct health surveillance where necessary.
- To provide training for members of staff on the hazards, risks and precautions needed for effective control.

This guidance is applicable to all full-time, part-time and supply staff, pupils, contractors, volunteers and work placement students.

**1. COSHH procedures**

- In order for the ALP to be compliant with the COSHH regulations, it recognises the important procedures which need to be followed to ensure effective provision of COSHH.
- Prior to using hazardous substances, the COSHH Coordinator or Site Manager conducts a risk assessment, taking into account the possible hazards that may occur as a result of using the substance.
- In all instances, the potential risks are considered and whether the use of the hazardous substance is important to the learning experience or site management.
- The risk assessment describes the appropriate control measures that are taken when using the substance, such as using appropriate PPE.
- Copies of the risk assessment are given to the relevant members of staff. Copies are also kept in the COSHH register for re-use, training and staff induction purposes.

**2. Control measures**

- The school eliminates the use of any very hazardous substances unless absolutely necessary.
- All pupils are fully aware of the safety procedures and extra caution is taken when using any hazardous substances involved in teaching, for instance in science lessons.
- Where substances must be used, the COSHH Coordinator or Site Manager aims to substitute this for a less harmful substance in order to minimise risks.
- Where the substance cannot be eliminated or substituted, the amount of time for exposure is minimised.
- The amount of the substance used is reduced as much as possible.
- Where possible, the substance is used in isolation, away from other areas of the school, in order to prevent exposure to others.

- Appropriate ventilation is used, such as opening windows and external doors.
- Appropriate PPE is worn by all those exposed to the substance, such as gloves, safety goggles, dust masks, etc.
- Hazardous substances are stored safely and securely.
- All substances are safely disposed of after use by staff that are trained in Coshh.
- Only staff trained in Coshh have access to hazardous substances.
- Pupils are never permitted to access hazardous substances.
- All substances are locked away, out of sight and reach of pupils, with only appropriate members of staff having approved access.
- The Coshh Coordinator or Site Manager ensures that these control measures are adequately monitored and maintained.
- Members of staff report any defect in control measures to the Coshh coordinator or Site Manager immediately so that replacements can be provided.
- All concerns regarding Coshh are handled with the utmost importance and priority.

### **3. Planning for accidents, incidents and emergencies**

- The risk assessment undertaken for each hazardous substance is kept with each substance, so that members of staff are aware of the emergency procedures and first aid.
- Incidents are responded to promptly, and the harmful effects are minimised where possible.
- Emergency services are contacted immediately where the incident cannot be resolved by a trained member of staff.
- Only members of staff trained in Coshh and first aid attempt to provide treatment to an individual.
- Any accidents are reported to the Business Manager immediately.

### **4. Training**

- The Coshh Coordinator or Site Manager conducts training for staff where necessary to include:
  - The names of the substances they work with and could be exposed to.
  - The appropriate precautions and control measures that they are expected to take to protect themselves, pupils and others at the school.
  - The importance of PPE and how it should be used.
  - The emergency procedures.
- Training will also be conducted in response to any changes required to the provision of Coshh, e.g. additional information required on risk assessments, new PPE equipment, etc.

### **5. Definitions**

For the purpose of this document, a hazardous substance is any substance which may cause ill health if inhaled, ingested, injected or absorbed through the skin, or as a result of being released into the surrounding environment.

There are many examples of hazardous substances which can cause ill health, including:

- Substances used directly in activities, e.g. cleaning agents, adhesives and paints.
- Substances generated from activities, e.g. fumes.
- Naturally occurring substances, e.g. grain dust.
- Biological agents such as bacteria and other micro-organisms.

## Control of substances hazardous to health (COSHH) risk assessment

|                          |                           |  |
|--------------------------|---------------------------|--|
| Assessment conducted by: | Job title:                | Covered by this assessment: teachers, teaching assistants, COSHH coordinator, supervising adults, site manager and pupils. |
| Date of assessment:      | Review interval: annually | Date of next review:   |

| Likely impact   | Risk rating   | Likelihood of occurrence |          |            |
|---|---|--------------------------|----------|------------|
|   |   | Probable                 | Possible | Remote     |
| Major<br>Causes major physical injury, harm or ill-health | Major<br>Causes major physical injury, harm or ill-health       | High (H)                 | H        | Medium (M) |
|   | Severe<br>Causes physical injury or illness requiring first aid | H                        | M        | Low (L)    |
|   | Minor<br>Causes physical or emotional discomfort                | M                        | L        | L          |

| Areas for concern   | Risk rating prior to action H/M/L | Recommended controls   | In place? Yes/No | By whom?            | Deadline | Risk rating following action H/M/L |
|---|-----------------------------------|--|------------------|---------------------|----------|------------------------------------|
| Lack of awareness of school policies and associated documents | H                                 | <ul style="list-style-type: none"> <li>The SBM oversees the day-to-day implementation of the school's COSHH Policy and ensures that all members of staff are fully aware of their roles and responsibilities, as well as the necessary control measures they are required to undertake.</li> <li>The SBM ensures that all members of staff receive effective COSHH training.</li> <li>The SBM ensures that all new staff receive the appropriate training and are provided with the necessary school policies and associated documentation upon their induction.</li> <li>The use of any hazardous substances within the school are limited unless absolutely necessary.</li> <li>Where substances must be used, the SBM or other appropriate person aims to substitute this for a less harmful substance in order to minimise risks.</li> <li>Where the substance cannot be eliminated or substituted, the amount of time for exposure is minimised.</li> <li>The amount of the substance used is reduced as much as possible.</li> </ul> | Y                | Executive Principal |          | M                                  |

| Areas for concern   | Risk rating prior to action H/M/L | Recommended controls  | In place? Yes/No | By whom? | Deadline | Risk rating following action H/M/L |
|---|-----------------------------------|---|------------------|----------|----------|------------------------------------|
| Breathing in/swallowing hazardous materials   |                                   | <ul style="list-style-type: none"> <li>• Where it is appropriate, for example in instances where wood dust may be ingested, a local exhaust ventilation is installed to minimise the levels of exposure to the relevant hazardous material.</li> <li>• The appropriate personal protective equipment (PPE) is available to those who require it.</li> <li>• A register of the hazardous materials on school premises is conducted to ensure that all staff are aware of the materials they may be working with.</li> <li>• All staff working with hazardous materials are made aware of how to handle the hazardous materials they work with and their associated risks through appropriate training.</li> <li>• Staff who are using the hazardous materials know how to correctly wash their hands/arms after using the hazardous materials, in relation to each individual material on the school's premises.</li> <li>• Pupils are not to handle hazardous materials.</li> </ul> |                  |          |          |                                    |
| Contact with skin – via splashing, direct contact, landing on skin (airborne) and contaminated surfaces |                                   | <ul style="list-style-type: none"> <li>• The appropriate PPE is available to those who require, e.g. gloves and overalls.</li> <li>• All staff working with hazardous materials are made aware of how to handle the hazardous materials they work with and their associated risks through appropriate training.</li> <li>• Pupils are not to handle hazardous materials.</li> <li>• Individuals who use hazardous materials know how to correctly wash their hands/arms after using the hazardous materials, in relation to each individual material on the school's premises.</li> <li>• Staff are instructed on the appropriate response where a spillage of a hazardous material occurs.</li> </ul>  |                  |          |          |                                    |

| Areas for concern           | Risk rating prior to action H/M/L | Recommended controls   | In place? Yes/No | By whom? | Deadline | Risk rating following action H/M/L |
|-----------------------------|-----------------------------------|--|------------------|----------|----------|------------------------------------|
| Contact with eyes           |                                   | <ul style="list-style-type: none"> <li>• The appropriate PPE is available to those who require it, e.g. protective eye goggles.</li> <li>• All staff working with hazardous materials are made aware of how to handle the hazardous materials they work with and their associated risks through appropriate training.</li> <li>• Pupils are not to handle hazardous materials.</li> <li>• An easily accessible water point is available in areas where hazardous materials are often used.</li> <li>• Individuals who use hazardous materials know how to correctly wash their hands/arms after using the hazardous materials, in relation to each individual hazardous material on the school premises.</li> <li>• Individuals are instructed not to touch their eyes after handling hazardous materials, until they have correctly washed their hands.</li> </ul>                          |                  |          |          |                                    |
| Skin puncture               |                                   | <ul style="list-style-type: none"> <li>• Staff are aware of how to correctly use the relevant equipment, such as a scalpel – minimising the risk of injury via inappropriate use of equipment, which can result in infection or hazardous materials entering the wound.</li> <li>• Individuals who use hazardous materials know how to correctly wash their hands/arms after using the hazardous materials, in relation to each individual hazardous material on the school premises.</li> </ul>   |                  |          |          |                                    |
| Insufficient/unsafe storage |                                   | <ul style="list-style-type: none"> <li>• Safe storage and disposal arrangements for hazardous substances are provided, separate from school waste, to prevent exposure to pupils and other members of the school community.</li> <li>• Hazardous materials are stored safely and appropriately, in a secure location.</li> <li>• All substances are locked away, out of sight and reach of pupils, with only appropriate members of staff having approved access.</li> <li>• Where materials such as fuels, fertilisers, weed killers or paints are used by the site manager, these are stored in a secure room with ventilation provided to open air.</li> <li>• Storage areas for dangerous substances have suitable health and safety signage.</li> <li>• All dangerous chemicals purchased are compliant with The Control of Substances Hazardous to Health Regulations 2002.</li> </ul> |                  |          |          |                                    |

| Areas for concern     | Risk rating prior to action H/M/L | Recommended controls   | In place? Yes/No | By whom? | Deadline | Risk rating following action H/M/L |
|-----------------------|-----------------------------------|--|------------------|----------|----------|------------------------------------|
| Disposal of materials |                                   | <ul style="list-style-type: none"> <li>• When disposing of hazardous materials, the methods that are outlined within UK legislation are met, including in the Environmental Protection Act 1990, The Hazardous Waste (England and Wales) Regulations 2005 and The List of Wastes (England) Regulations 2005.</li> <li>• Safe disposal arrangements for hazardous substances are provided, separate from school waste, to prevent exposure to members of the school community.</li> <li>• Staff are aware of how to dispose of leftover hazardous materials appropriately, understanding that different hazardous materials require different treatment.</li> </ul>   |                  |          |          |                                    |
| Fire hazard           |                                   | <ul style="list-style-type: none"> <li>• Where possible, highly flammable substances and materials are substituted for those that are less flammable.</li> <li>• The number of dangerous substances used by the school, such as chemical agents and flammable substances, is reduced to the lowest possible amount.</li> <li>• Flammable liquids are clearly labelled and stored in their original containers, in a locked cabinet with a minimum of 30 minutes of fire resistance.</li> <li>• Combustible materials are never stored near electrical equipment.</li> <li>• All combustible materials are stored away from sources of heat and ignition.</li> <li>• The school has different extinguisher types in place to react to specific fire risks, i.e. water, powder, foam or carbon dioxide.</li> <li>• Fire extinguishers are easily visible and accessible to those who may need to use them.</li> <li>• The location of each fire extinguisher is recorded in the fire log book.</li> <li>• All fire extinguishers are marked on the school premises plan.</li> <li>• Monthly checks of fire extinguishers are conducted to ensure the correct types are in the correct location, and that they have not been tampered with in any way.</li> <li>• Daily checks are conducted to ensure that there is clear access for fire engines at all times.</li> </ul> |                  |          |          |                                    |

| Areas for concern                         | Risk rating prior to action H/M/L | Recommended controls  | In place? Yes/No | By whom? | Deadline | Risk rating following action H/M/L |
|---|-----------------------------------|---|------------------|----------|----------|------------------------------------|
| Fire hazard (cont)                        |                                   | <ul style="list-style-type: none"> <li>• Maintenance and servicing of fire extinguishers is carried out by a competent engineer annually.</li> <li>• Staff members are instructed on the appropriate use of fire extinguishers to ensure they are not misused.</li> <li>• Any notable damage to fire extinguishers is reported to the SBM on a green form immediately so that appropriate repair can be organised.</li> <li>• Smoke detectors are fitted around the schools' premises.</li> <li>• Smoke detectors are tested weekly by the site manager.</li> <li>• Any defects to smoke detectors are reported to the SBM immediately so that appropriate repair can be arranged.</li> </ul> |                  |          |          |                                    |
| Insufficient PPE                          |                                   | <ul style="list-style-type: none"> <li>• Reviews of PPE are conducted regularly by the Site Manager or Caretaker to combat risks associated with insufficient PPE, such as PPE which is damaged.</li> <li>• The Site Manager is responsible for requesting replacement PPE when necessary.</li> <li>• The Site Manager ensures that all staff using hazardous materials understand how to properly use the appropriate PPE.</li> </ul>  |                  |          |          |                                    |
| Lack of awareness of emergency procedures |                                   | <ul style="list-style-type: none"> <li>• The risk assessment undertaken for each hazardous substance is kept with each substance, so that members of staff are aware of the emergency procedures and first aid to undertake in the event of an accident.</li> <li>• Incidents are responded to promptly, and the harmful effects are minimised where possible.</li> <li>• Emergency services are contacted immediately where the incident cannot be resolved by a trained member of staff.</li> <li>• Only members of staff trained in COSHH and first aid attempt to provide treatment to an individual.</li> <li>• Any accidents are reported to the SBM immediately.</li> </ul>            |                  |          |          |                                    |

## Security

### Physical security arrangements

- Intrusion detection systems, including fencing, security lighting, security glazing and intruder alarms, will be installed throughout the school estate.
- The site manager will undertake daily visual checks of the school fencing, security glazing, gates and locks, ensuring that they are maintained to a high standard.
- An intercom system is used to minimise the risk of unauthorised people from entering the school premises.
- School security alarms are tested regularly by the site staff.
- The keyholder ensures that the school alarm is set on a nightly basis.
- Where possible, CCTV cameras will be in use and monitored.
- Concerns regarding the security of the school will be reported directly to the SBM as soon as possible.
- Complaints about the schools' security measures will be dealt with in line with the schools' Complaints Procedures Policy.

### Equipment and belongings

- After using school equipment, staff members are responsible for ensuring that it is returned to the appropriate storage location and secured.
- Missing or stolen equipment will be reported immediately to the SBM.
- Pupils, parents, visitors and contractors are responsible for their personal belongings and the school is not liable for any damage or loss which may occur.
- Pupils are advised not to bring valuable items to school unless absolutely necessary.
- Outside play equipment, as well as sporting equipment, will be tidied away and secured at the end of use.
- The school will provide an area for pupils to store bikes during school hours. Pupils are responsible for providing their own lock and effectively securing their bikes. The school is not responsible for any loss or damage that may occur.

### School events

- During school events, all rooms except those required will be locked.
- Unless needed for the event, all equipment will be securely stored away.
- The event organiser is responsible for recording what equipment is being used for the event and ensuring that it is returned.

### Premises access and removal

- The school premises are private property, however, parents of enrolled pupils have an 'implied licence' to access the school premises at specified times.
- All visitors and contractors who are authorised to be on the school premises will be provided with a school ID badge, which will be kept visible at all times.
- The office staff are responsible for ensuring that contractors and visitors sign out when they leave and return their ID badge.
- Individuals who are hiring the school site will act in accordance with the Lettings Policy.

### Removing people from the premises

- In the event of abuse or threats to staff, pupils, parents or visitors, the school holds the right to ban an individual from entering the premises.
- Where an individual has accessed the premises in a way that exceeds their 'implied licence', the school has the right to remove them from the premises; this includes any individual causing a nuisance or disturbance.

- Individuals who refuse to report to the school office, become aggressive or are deemed to be a threat to the safety of the school community, will be escorted from the school premises and, where necessary, the police will be called.
- Letters and documentation concerning barring an individual will be signed by the EP.

## First Aid Equipment

A typical first aid kit in our school will include the following:

- A leaflet with general first aid advice;
- Regular and large bandages;
- Eye pad bandages;
- Triangular bandages;
- Adhesive tape;
- Safety pins;
- Disposable gloves;
- Antiseptic wipes;
- Plasters of assorted sizes;
- Scissors;
- Cold compresses;
- Burns dressings.

No medication is kept in first aid kits.

First aid kits are stored in:

|                               | Bothal Lower | Bothal Upper | Central Lower | Central Upper |
|-------------------------------|--------------|--------------|---------------|---------------|
| All Design & Technology Rooms |              | ✓            |               | ✓             |
| All Science & STEM Labs       |              | ✓            |               | ✓             |
| Little Learners               | ✓            |              | ✓             |               |
| Main Office                   | ✓            |              |               |               |
| Medical Room                  |              | ✓            |               |               |
| Nursery                       | ✓            |              | ✓             |               |
| P.E.                          |              | ✓            |               |               |
| School Hall                   | ✓            |              |               |               |
| School kitchens               | ✓            | ✓            | ✓             | ✓             |
| TLDC                          |              | ✓            |               |               |

In addition, every classroom has a mini first aid kit containing wipes, plasters and gloves.

School vehicle: First aid kit is held in the mini bus.

## Flushing & Temperature Testing Procedures

### 1. Flushing

All water outlets (hot and cold) not routinely used will be flushed through weekly and a record will be kept in writing on the water outlet flushing checklist by the person carrying out the flushing (see Appendix 1a).

Flushing will last for at least two minutes at a reasonable flow rate.

Where water outlets are routinely used, then this acts as the flushing routine and additional flushing is not required. However, flushing will always be required for all water outlets during periods of non-use which exceed four days. Flushing is only required at the end of the period of non-use.

### 2. Temperature Testing

A single cold and hot tap on the main hot and cold water systems, which are not connected via a thermostatic mixing valve, are to be run for one minute (in the case of a hot tap) and two minutes (in the case of a cold tap) every month so that a temperature can be taken using a thermometer and recorded. This is carried out by a qualified contractor as part of an SLA.

- The cold water outlet temperature should be below 20°C after two minutes running.
- The hot water outlet temperature should be above 50°C after one minute running.

If these temperatures cannot be achieved, the Business Manager is to be informed with a view to taking remedial action.

If a positive Legionella test is reported there will be a re-test every 3 or 6 months, dependent upon the test results, until two consecutive clear readings are established.

Disinfection of the system will be necessary when testing indicates there is a sufficient level of legionella present in the water system to require treatment – see below.

### 3. Procedure for Disinfection

If the school produces a sufficiently high result after testing, and a risk assessment recommends action, it will be disinfected by an approved contractor.

### 4. Procedure for Flushing Showerheads (including kitchen pot wash)

Showers should be flushed on a weekly basis and the results recorded in the Legionella Log.

Every quarter shower heads, including kitchen pot washes, should be dismantled, de-scaled and disinfected.

### 5. Nominated Authorities

|                                       | Bothal   | Central  |
|---------------------------------------|--|--|
| Statutory Sites Duty Holder           | Louise Rule - Chair of Governors   | Louise Rule - Chair of Governors   |
| Nominated Responsible Person          | Nikki Lumley   | Sandra Turnbull  |
| Deputy Nominated Responsible Person   | Leurette Thain   |  |
| Monitoring Person                     | Philip Bell-Saunders – Upper Site<br>Mark Charlton – Lower Site          | Ian Cowie – Upper Site<br>Rod Chisholm – Lower Site                      |
| Service Providers                     | Property Services NCC – 01670<br>624843<br>HSL Compliance – 0845 6046729 | Property Services NCC – 01670<br>624843<br>HSL Compliance – 0845 6046729 |
| Water Hygiene Risk Assessment Company | HSL Compliance – 0845 6046729  | HSL Compliance – 0845 6046729  |

## Flushing Checklist

| BPS (Upper Site) Record of Infrequently Used Outlets | Date | Duration | Date | Duration | Date | Duration | Date | Duration |
|--|------|----------|------|----------|------|----------|------|----------|
| Room 14  |      |          |      |          |      |          |      |          |
| Room 15  |      |          |      |          |      |          |      |          |
| Room 17  |      |          |      |          |      |          |      |          |
| Sports male staff change unused sink (CW)            |      |          |      |          |      |          |      |          |
| Sports female staff change water dispenser (CW)      |      |          |      |          |      |          |      |          |
| Sports male staff toilet unused WHB (CW)             |      |          |      |          |      |          |      |          |
| Sports female staff change shower (CW)               |      |          |      |          |      |          |      |          |
| Sports male staff unused sink (HW)                   |      |          |      |          |      |          |      |          |
| Sports male staff toilet unused WHB (HW)             |      |          |      |          |      |          |      |          |
| Sports female staff shower (HW)                      |      |          |      |          |      |          |      |          |
| Boys changing WHB (CW + HW)                          |      |          |      |          |      |          |      |          |
| Girls changing WHB (CW + HW)                         |      |          |      |          |      |          |      |          |
| Boys showers   |      |          |      |          |      |          |      |          |
| Girls showers  |      |          |      |          |      |          |      |          |
| Sports Unused Toilet                                 |      |          |      |          |      |          |      |          |
| Boiler House Heating Pressure Fill Loop              |      |          |      |          |      |          |      |          |
| Rooms 27 & 28 Taps                                   |      |          |      |          |      |          |      |          |
| Boiler House Tap                                     |      |          |      |          |      |          |      |          |
| Kitchen Unused Taps                                  |      |          |      |          |      |          |      |          |
| Kitchen Steamer                                      |      |          |      |          |      |          |      |          |

## **Flushing Checklist**

## Flushing Checklist

| CPS (Upper Site) Record of Infrequently Used Outlets | Date | Duration | Date | Duration | Date | Duration | Date | Duration |
|--|------|----------|------|----------|------|----------|------|----------|
| DT   |      |          |      |          |      |          |      |          |
| Science  |      |          |      |          |      |          |      |          |
| Art  |      |          |      |          |      |          |      |          |
| Food Technology                                      |      |          |      |          |      |          |      |          |
| Boys changing Room                                   |      |          |      |          |      |          |      |          |
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|  |      |          |      |          |      |          |      |          |

| CPS (Lower Site) Record of Infrequently Used Outlets | Date | Duration | Date | Duration | Date | Duration | Date | Duration |
|--|------|----------|------|----------|------|----------|------|----------|
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**Fire**

In an emergency always dial 9 then 999.

When the alarm sounds, evacuate the building using the routes shown on the maps next to the doors of every room.

**Leave all possessions** – do not stop for bags, coats etc. The grab bag is the responsibility of admin staff.

Staff are regularly updated with appropriate fire instructions.

**Fire Walk & Log Checklists****Fire Walk Checklist**Upper  Lower  Date .....

- |   | Y                        | N                        |
|---|--------------------------|--------------------------|
| • Actions from last Fire Walk completed?  | <input type="checkbox"/> | <input type="checkbox"/> |
| • Caretakers' daily, weekly, etc checklists up-to-date?   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Fire Log checklists up-to-date?   | <input type="checkbox"/> | <input type="checkbox"/> |
| • PAT testing up-to-date?   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Flammable materials all stored correctly?   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Bins are secured away from building/fences/walls?   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Holes in compartment walls, ceilings and floors (e.g. around pipes/cables) sealed?                                    | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Using Fire Map:</b>  |                          |                          |
| • Fire Exits – all in good working order and not blocked or cluttered?  | <input type="checkbox"/> | <input type="checkbox"/> |
| • Firefighting equipment available and in good order?   | <input type="checkbox"/> | <input type="checkbox"/> |
| • All fire signage conforms to latest guidance in Section 2 of Fire Log and is correctly displayed?                     | <input type="checkbox"/> | <input type="checkbox"/> |
| • Signage: Fire Exit – both sides of door   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Signage: Escape Routes  | <input type="checkbox"/> | <input type="checkbox"/> |
| • Signage: All firefighting equipment   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Signage: All fire alarm call points   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Signage: Fire Doors   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Signage: No Smoking   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Signage: Evac chair / lift / stairs   | <input type="checkbox"/> | <input type="checkbox"/> |
| • Signage: Instructions next to office phones for calling NFRS  | <input type="checkbox"/> | <input type="checkbox"/> |
| • Up-to-date instructions and evacuation routes displayed near the exit door in every room?                             | <input type="checkbox"/> | <input type="checkbox"/> |
| • Keys are easily accessible and working where appropriate (i.e. if needed to evacuate by primary or secondary routes)? | <input type="checkbox"/> | <input type="checkbox"/> |

Actions Arising (continue overleaf):

Signed: ..... Date .....

**Sites Manager**, completing fire walk

Signed: ..... Date .....

**Business Manager**, noting actions required

## Fire Log Checklist – Termly

Upper Site  Lower Site

Audit carried out by: ..... Date: .....

| Section |   |     |
|---------|---|-----|
| 1       | File in good order                                      | Y/N |
|         | Date of the fire log sheets (bottom left of page) ..... |     |
|         | Fire organisation sheet fully completed                 | Y/N |
| 4       | Only latest full audit available                        | Y/N |
|         | Date of latest full audit .....                         |     |
|         | Audit completed within one year of today                | Y/N |
|         | Previous copies of termly fire log checklist available  | Y/N |
| 5A      | Last date checked .....                                 |     |
|         | Location points alternated                              | Y/N |
|         | Test performed weekly                                   | Y/N |
|         | All logs referring to <1/9/15 archived                  | Y/N |
|         | Blank forms available                                   | Y/N |
| 5B      | Last date checked .....                                 |     |
|         | Test performed at least monthly                         | Y/N |
|         | All logs referring to <1/9/15 archived                  | Y/N |
|         | Blank forms available                                   | Y/N |
| 5C      | Form C completed  | Y/N |
|         | Form C signed and dated (within 1 year)                 | Y/N |
|         | Fire map filed  | Y/N |
|         | Date of fire map .....                                  |     |
|         | Blank forms available                                   | Y/N |
| 5D      | Last date checked .....                                 |     |
|         | Test performed at least monthly                         | Y/N |
|         | All logs referring to <1/9/15 archived                  | Y/N |
|         | Blank forms available                                   | Y/N |
| 5E      | Last date checked .....                                 |     |
|         | Test performed at least monthly                         | Y/N |
|         | All logs referring to <1/9/15 archived                  | Y/N |
|         | Blank forms available                                   | Y/N |
| 5F      | Last date checked .....                                 |     |
|         | Test performed at least 6 monthly                       | Y/N |
|         | Blank forms available                                   | Y/N |
| 5G      | Satisfied that staff are trained                        | Y/N |
| 5J      | Upper Site only   |     |
|         | Last date checked .....                                 |     |
|         | Test performed at least annually                        | Y/N |
| 6M      | Fire extinguisher test records available                | Y/N |
| 6N      | Any items identified .....                              |     |

Name pupils a PEEP exists for .....

**Any other comments/questions**

## Action Plan

| Actions Required | By Who | Timescale | Date Complete |
|------------------|--------|-----------|---------------|
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Signed: ..... Date: .....

## Traffic &amp; Car Park Risk Assessment – Bothal

| Hazard  | Risk  | Existing Control Measures   | Additional Action required<br>(action by whom and completion date)   |
|---|---|---|--|
| Movement of vehicles within the school grounds. | Injuries resulting from contact with moving vehicles. | <p>Access to the lower school site is restricted to staff vehicles only.</p> <p>Delivery vehicles may be allowed access after permission has been granted by school staff but, generally, this should be avoided.</p> <p>All school gates will be kept closed during school hours. Access for staff vehicles will be allowed before 8.45am and after 15.30pm. Signs stipulating access arrangements are provided adjacent to the school gates – lower site staff must only move vehicles after gaining permission from SLT. Upper site staff may move vehicles if safe to do so (no pupils entering or leaving school). All staff reminded to shut gates if seen open at any time.</p> <p>Pupils (upper site) only use the segregated pedestrian route when entering or leaving the school site. Pathway marked out through lower site car park to assist with safety of parents of 2YO and Nursery provision. 2YO staff will open gates at appropriate times. Parents made aware of safe place to wait.</p> <p>All members of staff should endeavour to reverse into parking spaces each morning. This will eliminate any reversing manoeuvres during school hours if staff need to leave the school for any reason. If members of staff at lower site have to leave due to an emergency during working hours, staff egress should be monitored by a member of SLT.</p> <p>Members of staff should not use the car park at the</p> | <p>Signage ordered October 15.</p> <p>Directive emailed to all staff (Lower Site) by Principal October 15.</p> |

|   |  |  |                                   |
|---|--|--|-----------------------------------|
|   |  | lower site if they know in advance that they will be leaving the site during school hours.   |                                   |
| Vehicles parked outside school entrance.                                  | Injuries resulting from obscured view, restricted or blocked access. | <p>Parents and students are encouraged to walk to school to eliminate congestion on the main road.</p> <p>When transport by car is essential, parents and visitors are encouraged to park well away from the school gates and should not park on the 'keep clear' road markings under any circumstances.</p> <p>Northumbria Police assists the school to enforce this requirement whenever necessary. This should ensure safe access for pedestrians and prevent vehicles from obstructing both the main road and the school junction.</p> <p>School Travel Plan in place.</p> | Regular newsletter requests sent. |
| Playtime - children running into path of vehicles to retrieve balls, etc. |  | Children's play areas are sited away from parked cars and suitably segregated with appropriate barriers.   |                                   |

**NB: The school accepts no responsibility for staff or visitor's vehicles parked on school property.**

**The school does not accept responsibility for injuries caused by staff or visitors in the school car park.**

## Traffic & Car Park Risk Assessment – Central

| Hazard   | Risk   | Existing Control Measures  | Additional Action required<br>(action by whom and completion date) |
|--|--|--|--|
| <i>Movement of vehicles within the school grounds</i>                                | <i>Injuries resulting from contact with moving vehicles</i>  | <p><i>Access to the school car park is restricted to staff vehicles only.</i></p> <p><i>Delivery vehicles may be allowed access after permission has been granted by school staff but, generally, this should be avoided.</i></p> <p><i>Signs stipulating access arrangements are displayed on the school gates.</i></p> <p><i>Carparks have no throughfare for pupils or parents. Provision for staff parking only unless requested by disabled visitor.</i></p>  |  |
| <i>Movement of vehicles within the school grounds (continued)</i>                    | <i>Staff should endeavour to reverse into parking spaces each morning. This will eliminate any reversing manoeuvres during school hours if staff need to leave the school for any reason No vehicles given access to the school grounds.</i> |  |  |
| <i>Movement of parents and visitors vehicles outside the school site</i>             |  | <p><i>Parents are encouraged to walk to school to eliminate congestion on the main road.</i></p> <p><i>When transport by car is essential, parents and visitors are encouraged to park well away from the school gates and should not park on the 'keep clear' road markings under any circumstances.</i></p> <p><i>The Northumbria Police Authority assists the school to enforce this requirement whenever necessary. This should ensure safe access for pedestrians and prevent vehicles from obstructing both the main road and the school junction.</i></p> |  |
| Signature:...S Turnbull ..... Title: ...Sandra Turnbull..... Date:...September 2017. |  |  | Review Date: Sep 2019 ...  |

## Premises Management Procedures

### 1. Purpose

The ALP has a duty to ensure that buildings under their control comply with the statutory and regulatory standards and will consider each building's:

- Condition – focussing on the physical state of the premises to ensure safe and continuous operations as well as other issues involving building regulations and other non-education centric statutory requirements.
- Suitability – focussing on the quality of the premises to meet curriculum or management needs and other issues impacting on the role of the school in raising educational standards.

### 2. Accessibility

To be compliant with the Equality Act 2010, the ALP will produce accessibility plans to ensure the premises are accessible to pupils with SEND. Accessibility plans are available from the Business Manager.

### 3. Lighting

- Lighting will be appropriate for the learning environment.
- Where possible, natural light will be utilised.
- Blinds or other window covers will be provided where possible/appropriate, to avoid glare or excessive sunlight. Premises staff will check blind chains are appropriate on an annual basis.
- External lighting will be provided to ensure safe pedestrian movement after dark.
- Some emergency lighting is provided for areas which are accessible after dark.

### 4. Lettings

The Business Manager will be responsible for lettings and will ensure that the health, safety and welfare of pupils are safeguarded, and their education is not interrupted by others. The school's Lettings Policy will be adhered to at all times.

### 5. Weather

The premises staff will ensure that the school buildings provide reasonable resistance to penetration by rain, snow, wind and moisture from the ground by conducting regular visual checks. Any issues identified will be relayed to the Business Manager.

The Executive Principal makes the final decision as to whether the school closes in adverse weather. In the case of a closure, all parents/carers are informed by email and/or text message. Information is also put on the schools and NCC websites and schools' social media. See Appendix 14 for Advice for Parents/Carers on school closure due to adverse weather conditions.

If the Executive Principal decides to open the school, all members of staff will be required to carry out their duties, as outlined in the procedures.

### 6. The Gritting Plan

- The Gritting Plan comes into effect during periods of snow and ice, or when snow or ice has been forecast. The policy is also to be implemented when temperatures are at zero degrees Celsius or lower.
- Gritting will generally be carried out in the morning before pupils and staff arrive.
- Any plans to grit are made by taking the latest weather forecasts into account.
- Gritting does not take place during heavy rain.

- 7. Contractors**  
The ALP have developed Contractors' Induction Packs containing relevant health and safety information. This, and a contractors' 'do and don't' list that is signed on the first occasion they come onto site and annually thereafter, is at Appendix 17.
- 8. Catering**  
The Business Manager directs the Catering Manager to ensure that there are adequate facilities in place for hygienic preparation, serving and consumption of food served.  
  
A checklist is in place for monitoring nutritional standards, see Appendix 18.  
  
Adequate measures are taken to prevent condensation and noxious fumes in kitchens and other rooms.
- 9. Cleaning**  
The Business Manager will be responsible for cleaning staff and will ensure that classrooms and other parts of the school are maintained in a tidy, clean and hygienic state by monitoring standards.  
  
For cleaning procedures refer to Appendix 16.
- 10. Maintenance**  
The Business Manager will ensure that there is a satisfactory standard and adequate maintenance of decor, flooring, etc. subject to funding. Most maintenance work will take place during holiday periods, but smaller tasks may be completed during term time.
- 11. Furnishings**  
The Business Manager will ensure that the furniture and fittings are appropriately designed for the age and needs (including any SEND or medical conditions) of all pupils registered at the school, subject to funding.
- 12. Playing Fields**  
Under section 77 of The School Standards and Framework Act 1998, playing fields are protected from development. Any playing fields which have been in use as playing fields for over 10 years are protected.
- 13. Grounds**  
The Business Manager will ensure that there are appropriate arrangements for providing outside space for pupils to play and exercise safely.  
  
The condition of all playground areas will be monitored by the teaching and premises staff as appropriate and deficiencies reported to the Business Manager.
- 14. Lost Property**  
The school will not take responsibility for items lost or handed in to us, however, we will endeavour to return items to their owner where possible.  
  
Pupils and staff are responsible for their personal property and possessions whilst on the school premises, or when partaking in school activities such as trips and school events. The school will not be held responsible for any loss damage or theft of personal property. Pupils, parents and

staff members bring items onto the premises at their own risk – this includes, but is not limited to, the following:

- Jewellery;
- Electronic devices, including mobile phones and tablets;
- Keys;
- Money;
- Bicycles, scooters and skateboard, etc.

Lost property will be reported to the school office immediately.

When a claimant comes to the school office additional details may be sought, where necessary, to ascertain whether the item is the claimants, e.g. checking knowledge of a screensaver on a mobile phone. If the item has been handed in, it will be returned to the claimant once their identity has been ascertained. Cash or items containing cash that are handed in will be placed in a sealed envelope and stored in the safe.

All found property will be handed into the school offices. If after 5 working days the item remains unclaimed, it will be treated as abandoned property and disposed of. Abandoned property will be handed over to a charity, placed in the general waste, recycled, or securely disposed of, depending on the nature of the item.

Claims for lost/mislaid property will be made to the school office in the first instance. For cash or items containing cash to be released, the sealed envelope will be opened by the claimant and witnessed by a member of office staff and one other person.

#### **14a. Theft**

Whilst the school recognises that theft is rare, if a pupil believes an item has been stolen, they will report this immediately to a member of staff, who will investigate the incident and endeavour to recover the item.

The Head of School will be informed of the incident, may investigate further and will retain a record of any incidents of theft.

If it is evident that a pupil or staff member has stolen an item, appropriate disciplinary measures will be actioned in accordance with the Behaviour Policy OR Disciplinary Policy and Procedures.

#### **14b. Damage**

Pupils, parents, staff and visitors will be held accountable for any damage incurred to school property and facilities due to their negligence.

If an individual damages school-owned equipment or facilities, they will be charged the price of the repair.

Where a pupil causes damage, and the damage was inflicted due to negligence or misbehaviour, the school's Behaviour Policy will be followed and the appropriate disciplinary measures adhered to.

If a pupil causes damage to school property or facilities, the Head of School will send a notification letter to the pupil's parents, which includes a payment notice.

If an individual intentionally damages another person's property, the school **will not** be held accountable, and it will remain impartial.

Should an individual receive a demand for payment and disagree with the charge, they should follow the school's Complaints Policy, which can be found on the school's website.

#### **14c. High-value Items**

The school strongly discourages pupils, parents and staff from bringing high-value items, such as electronic devices and jewellery onto the school premises. If high-value property is brought onto the premises, it is the owner's responsibility to ensure that the property is safe and secure.

If large amounts of money must be brought onto the premises, e.g. to pay for a school trip, parents or pupils should ensure that it is handed to the school office as soon as possible. Whenever possible, parents are encouraged to use online systems rather than cash as a safer alternative.

#### **14d. Safe-keeping of valuables**

Pupils will take their item to the school offices where it will be stored safely. Pupils can collect their item at the end of the school day. Please note that Year 5 and 6 mobile phones are collected during morning registration and returned during form time.

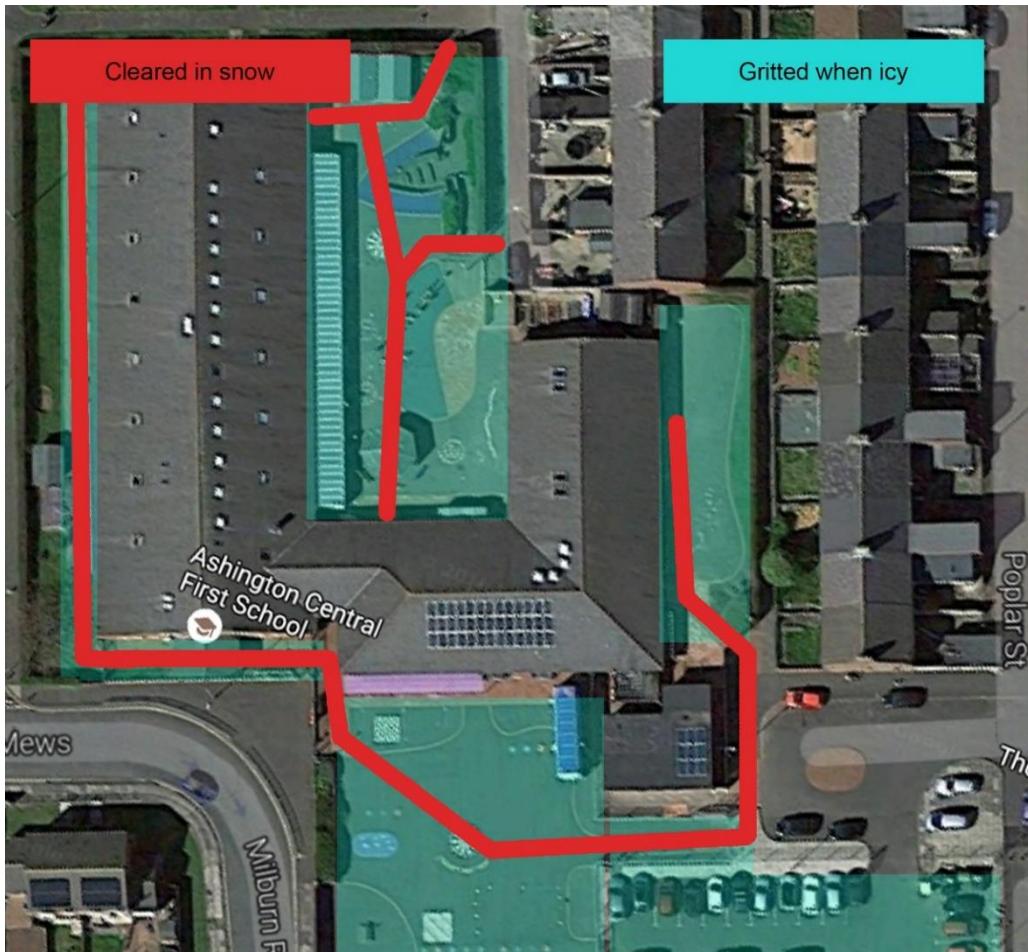
Valuables that cannot be handed into the school office, such as bicycles and scooters, will be kept at the appropriate racks and locked.

Staff should not leave bags or other valuables on display in the classroom.

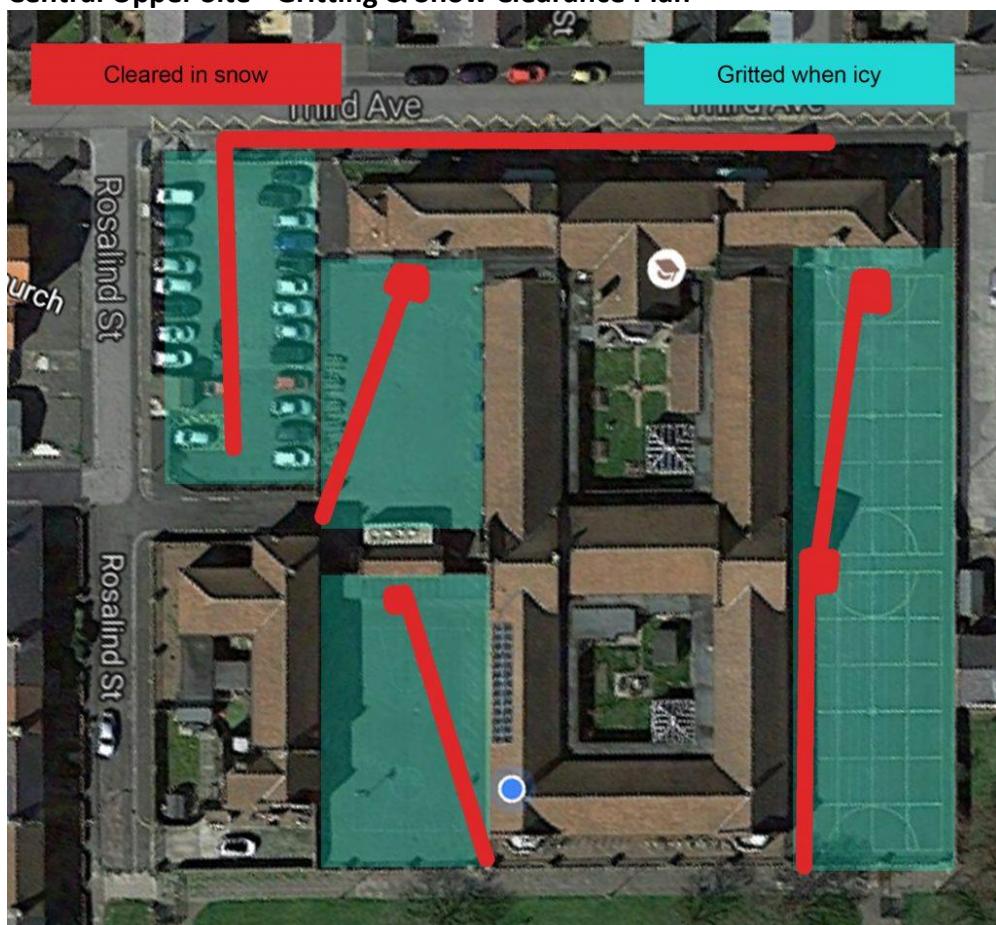
## Gritting of Areas

- Gritting will prioritise those areas which are used most by pupils and staff. This includes the main entrance of the school, car park as well as the areas which are marked on the gritting plan. The gritting plans (Appendix 3) are displayed in the main entrance and on the school website during winter months.
- In the event of heavy snow, a pathway will be cleared from the entry gates to the main/children's entrances and these areas will be gritted. School has retained the services of a contractor to clear the pathways and car parks in the event the fall of snow is deeper than 5cm.
- The Sites' Managers/Caretakers are responsible for ensuring the school is fully stocked with snow clearing equipment, including protective equipment and shovels.
- During the autumn term, the Sites' Manager/Caretaker ensures that the school has an adequate supply of rock salt. This is in-line with the latest weather forecasts and mid-term predictions. There should be a reserve in case of extreme weather.
- At the end of the first half of spring term, the School Business Manager will conduct a review of the period and apply changes to the policy where necessary. Any changes are discussed with the HSSMST.
- The Sites' Managers/Caretakers are responsible for keeping a record of where the gritting has occurred, as well as the frequency of gritting.
- Before the start of the second half autumn term, a risk assessment that covers adverse weather and gritting will be reviewed.
- The Sites' Managers/Caretakers ensure that the correct areas have been gritted and are safe for pupils and staff. The gritting is carried out according to the designated areas, as outlined above.
- All gritting will be completed before pupils arrive on the premises, where possible. The Sites' Managers/Caretakers are responsible for updating the SLT on the progress they have made.
- Any areas that have not been cleared or gritted are clearly marked or cordoned off, so that pupils do not enter them. Sites' Managers/Caretakers will ensure necessary resources are available for this.
- The Sites' Managers/Caretakers clears fallen leaves from the designated areas before gritting, bearing safety in mind.
- The Sites' Managers/Caretakers ensures that the appropriate equipment is used during gritting.
- Any damaged equipment is reported to the Business Manager so that it can be replaced.
- All equipment is stored and catalogued correctly on the site.
- The supply of rock salt is monitored. If supplies are running low, an order for more stock is placed.
- Although paths and roads surrounding the premises are not the school's responsibility, if the Sites' Managers/Caretakers feels that conditions are a risk to pupils and staff, the relevant authorities will be contacted.
- If a member of staff feels the policy is not being implemented, they should report their concerns to the Business Manager.
- All members of staff are responsible for the safety of pupils, other staff and themselves.
- Appropriate footwear and clothing, such as gloves, scarves and coats, should be worn during periods of adverse weather.
- The Head of School is responsible for deciding whether pupils are kept indoors during break times. Any decision is reported to the staff at the earliest opportunity.
- Parents/carers are requested to only use designated areas whilst on the premises as per the Gritting Area Plan.
- If the Executive Principal decides that the schools need to close, whilst in session, parents/carers will be responsible for collecting their children.
- Parents/carers must keep all their contact information up-to-date. Any changes are reported immediately.
- Parents/carers are notified of the appropriate footwear and clothing for adverse weather, and are instructed to make sure pupils are wearing them.
- Pupils are told to stay off any play equipment during periods of adverse weather.

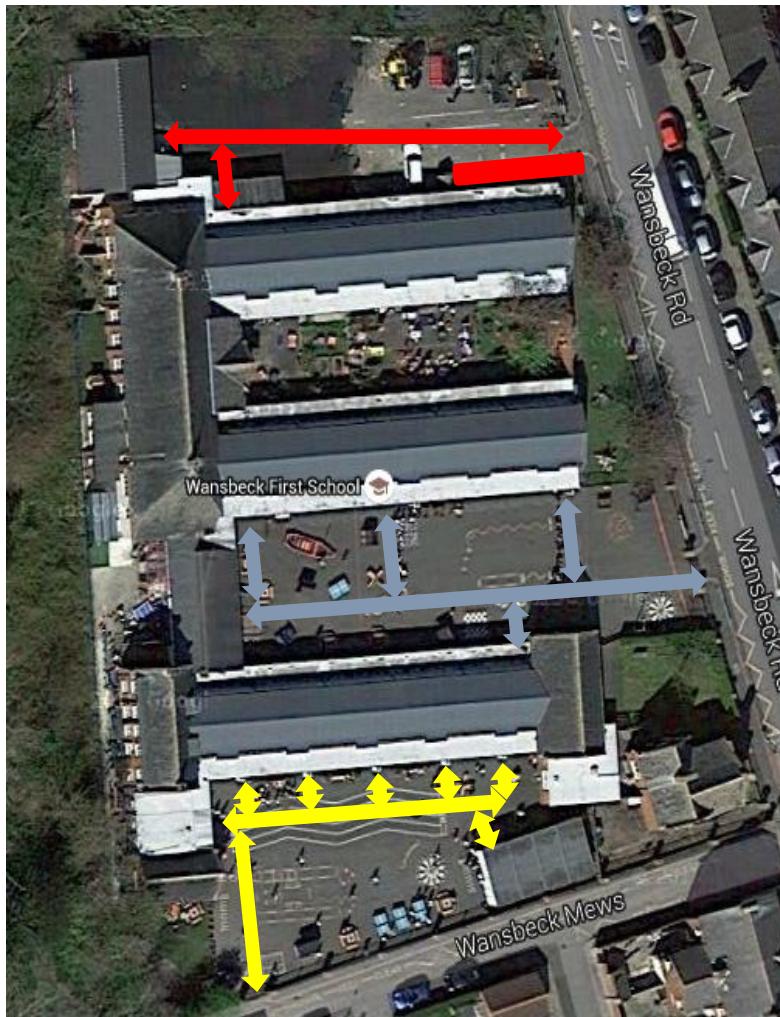
## Central Lower Site - Gritting & Snow Clearance Plan



## Central Upper Site - Gritting & Snow Clearance Plan



### Bothal Lower Site – Gritting Plan

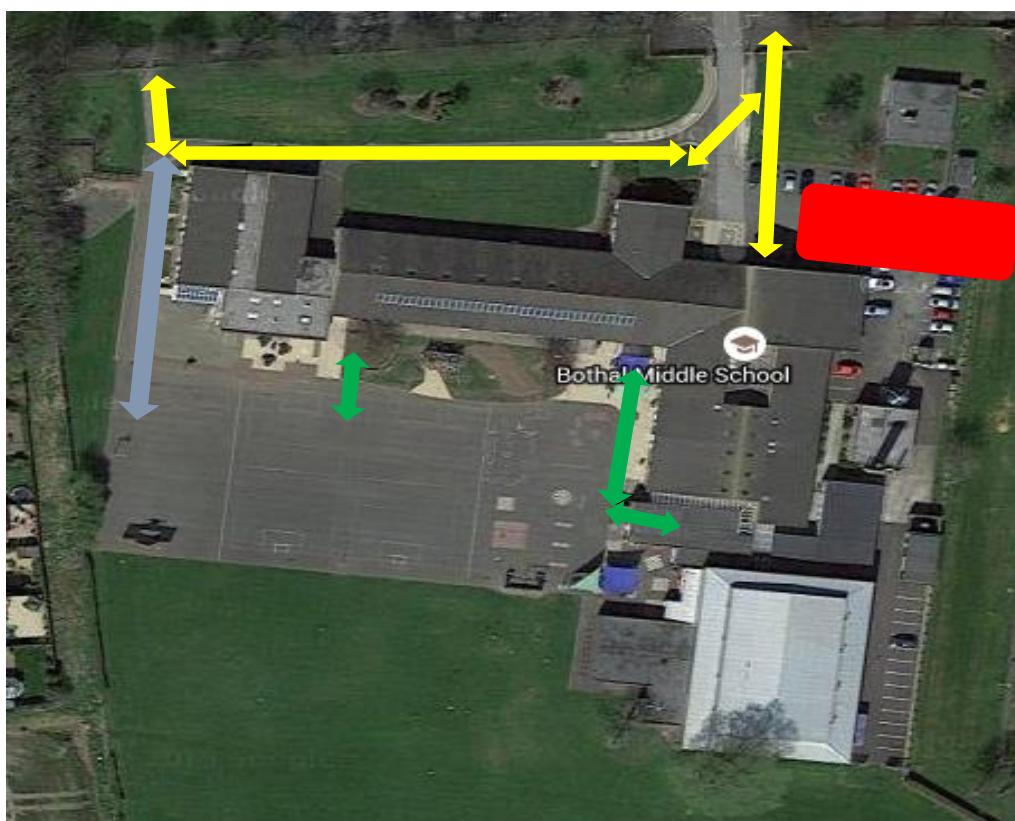


**Zone A = Yellow**

**Zone B = Blue**

**Zone C = Red**

### Bothal Upper Site – Gritting Plan



**Zone A = Red**

**Zone B = Yellow**

**Zone C = Blue**

**Zone D = Green**

**Advice for Parents/Carers on School Closure due to Adverse Weather Conditions**

There is a statutory duty to provide an education service in which schools are open to pupils for 190 days per year. However, during periods of severe weather there may be a need to close the school. The decision to close the school is only taken when the safety or welfare of the pupils during their time at the school or travelling to school is likely to be adversely affected by inclement weather.

Closure notices will appear in the following places:

- County Council: [www.northumberland.gov.uk](http://www.northumberland.gov.uk)
- Facebook: [www.facebook.com/nccalerts](http://www.facebook.com/nccalerts)
- Twitter: [www.twitter.com/northumberlands](http://www.twitter.com/northumberlands)
- School Facebook: [@centralprimaryschool](#) or [@bothalprimaryschool](#)
- School website: [www.centralprimary.co.uk](http://www.centralprimary.co.uk) or [www.bothalprimary.co.uk](http://www.bothalprimary.co.uk)

In extreme cases the school may have to close during the day due to severe weather and your child will be sent home early. We will:

- Contact parents to collect their child/children by sending text/app messages.
- Keep parents updated via the schools' websites, the Northumberland website and social media.

We ask that parents do not ring the school during these periods, as this will block the telephone lines for outgoing calls the school may need to undertake.

The school email address is [cps@alptrust.co.uk](mailto:cps@alptrust.co.uk) or [bps@alptrust.co.uk](mailto:bps@alptrust.co.uk) should you need to message the school during the day.

**Premises Checklist & Maintenance Schedule****BOTHAL PRIMARY SCHOOL DAILY TASK LIST: Caretaker / Site Manager**

| Tasks   | Comments/actions (if any) or damage |     |     |     |     |
|---|-------------------------------------|-----|-----|-----|-----|
|   | Mon                                 | Tue | Wed | Thu | Fri |
| Briefly check rooms, corridors, toilets for general cleanliness, repair and safety.   |                                     |     |     |     |     |
| Check firefighting equipment visually.  |                                     |     |     |     |     |
| Ensure toilets are well stocked with toilet paper, soap, towels at the start of the day, after breaks and lunch.  |                                     |     |     |     |     |
| Mop toilets after lunch break.  |                                     |     |     |     |     |
| Sweep dining hall floors after lunch break.   |                                     |     |     |     |     |
| Check buildings for slip, trip, fall hazards/obstructions, i.e. trailing leads/cables secure and protected, floors in good condition, covering adhered appropriately, furniture and fittings sited to allow clear walkways. |                                     |     |     |     |     |
| Ensure disabled access routes, fire exits, escape routes and assembly points are clear of obstructions and relevant doors are unlocked.   |                                     |     |     |     |     |
| Check no flammable materials have been placed or stored underneath stairways.   |                                     |     |     |     |     |
| Ensure that access to the school for emergency services is clear and unobstructed.  |                                     |     |     |     |     |
| Check for damage any playground equipment or other outside facilities vulnerable to vandalism.  |                                     |     |     |     |     |
| Ensure cleaning products have been stored safely and securely, out of reach of pupils.  |                                     |     |     |     |     |
| Fire exits fully accessible and in good working order.  |                                     |     |     |     |     |
| <b>Winter months only:</b><br>In icy weather, ensure paths and walkways are treated as per gritting policy and plans. Keep a daily log of gritting areas/times.   |                                     |     |     |     |     |
| <b>End of Day:</b>  |                                     |     |     |     |     |
| Ensure paper and other combustible material is safely disposed of.  |                                     |     |     |     |     |
| Ensure wastepaper baskets/bins in classrooms as well as Cleaners waste are all emptied into external recycling and waste bins.  |                                     |     |     |     |     |
| Check external waste bins/storage covered, secured and located a safe distance away from buildings.   |                                     |     |     |     |     |
| Lock and secure windows and draw blinds / curtains.   |                                     |     |     |     |     |
| Lock and secure external doors - ensure doors to potentially hazardous areas i.e. kitchen, labs and workshops are locked.   |                                     |     |     |     |     |
| Ensure all non-essential electrical equipment is switched off [note any IT equipment left on/visible].  |                                     |     |     |     |     |
| Ensure no one is left on the site (check signing in log).   |                                     |     |     |     |     |
| Lock the gates. The gates to remain locked when school closed.  |                                     |     |     |     |     |
| Set intruder alarm.   |                                     |     |     |     |     |

**COMPLETED FORMS TO BE GIVEN TO BUSINESS MANAGER EVERY FRIDAY**Upper Site  Lower Site  Date .....

Signature ..... Name .....

| BOTHAL PRIMARY SCHOOL <u>WEEKLY TASK LIST: Caretaker / Site Manager</u>   |               |                                     |
|---|---------------|-------------------------------------|
| Tasks   | Complete ✓/ X | Comments/actions (if any) or damage |
| Check intruder alarm and report faults.   |               |                                     |
| Check internal and external lighting and report faults. Classrooms and outdoor areas well lit. All bulbs/tubes working and have appropriate covers.                           |               |                                     |
| Run any infrequently used taps/showers to reduce legionella risk, record as appropriate.  |               |                                     |
| Test full fire alarm system before or after school and record in fire log.  |               |                                     |
| Test fire alarm call point. Record in fire log (different call point to be tested weekly on a rotational basis)   |               |                                     |
| Check any highly combustible materials are correctly stored and secured if applicable.  |               |                                     |
| Ensure external provider has emptied sanitary bins and inspect for damage.  |               |                                     |
| Check all windows, including window locks and glazing, for damage and that they operate properly.   |               |                                     |
| Conduct a maintenance check of grounds, fences, boundary walls and gate and record in log.  |               |                                     |
| Check storage on top of cupboards, etc is secured – no chance of falling. Equipment sited to avoid causing additional hazards i.e. guillotines stored out of reach of pupils. |               |                                     |
| Furniture in good repair and stable/ properly fixed.  |               |                                     |
| Fixtures and fittings in good state of repair. Safeguarding where necessary e.g. finger guards/door closers.  |               |                                     |
| Hot surfaces of radiators and other heaters are safeguarded where a risk of burn.   |               |                                     |
| Area in front/above radiator or other heat source is clear of flammable materials.  |               |                                     |
| Ground in yard and access pathways in good condition, no potholes, etc.   |               |                                     |
| Fire exits accessible from the outside and in good working order.   |               |                                     |
| All windows unbroken and any outside coverings deployable.  |               |                                     |
| Sufficient bins, in good state of repair and emptied efficiently (bins to be emptied AT LEAST weekly, more if necessary). Confirm date of emptying bins.                      |               |                                     |
| All windows and doors operate correctly and can be secured as required.   |               |                                     |
| All fire hazards secured away from the building.  |               |                                     |
| All equipment that can be used for climbing secured away from the building.   |               |                                     |
| Visual check of CCTV system and report faults <b>upper site only.</b>   |               |                                     |
| Visually inspect gas bottles and associated pipework <b>lower site only.</b>  |               |                                     |

**COMPLETED FORMS TO BE GIVEN TO BUSINESS MANAGER EVERY FRIDAY**

Upper Site  Lower Site  Date .....

Signature ..... Name .....

| Bothal Primary School Half Termly Task List: <b>Caretaker / Site Manager</b>  |               |                                     |
|---|---------------|-------------------------------------|
| Tasks   | Complete ✓/ X | Comments/actions (if any) or damage |
| Inspect boiler pipes, valves, insulation and general surfaces in boiler house.  |               |                                     |
| Record all meter readings electricity, etc and pass to Business Manager.  |               |                                     |
| Ensure safety and hazard signs are visible.   |               |                                     |
| Safety-check electronic power gates/doors.  |               |                                     |
| Check any lifts and hoists used to move or carry people.  |               |                                     |
| Check fire extinguishers are in the correct position, unobstructed, not discharged and undamaged.<br>Record in fire log.  |               |                                     |
| Check fire doors are good fit and retaining devices and self-closing devices fully operational. Record in log.  |               |                                     |
| Fire escape route and instructions. Fire exits are clearly labelled, accessible and operational. Record in fire log.  |               |                                     |
| Test emergency lighting is functioning correctly.<br>Record in fire log.  |               |                                     |
| All portable electrical equipment has been tested correctly.  |               |                                     |
| Sockets, switches, etc. in good working order and are safe for use. Fixed electrical switches and plug sockets, cables, etc in good repair and safe to use  |               |                                     |
| Trees and plants well maintained with no chance of damage from walking under or alongside them.   |               |                                     |
| Outdoor furniture & fittings in good repair and stable/properly fixed.  |               |                                     |
| Key fob entry systems in good working order and list of staff up-to-date.   |               |                                     |
| Tarmac roads in good order.   |               |                                     |
| Has any damaged electrical equipment been taken out of service or replaced?   |               |                                     |
| For stand-alone classrooms <b>lower site only</b> :<br>Access to steps or ramps maintained. Access stairs or ramps provided with handrails in good repair and safe to use on the first day of each half term. |               |                                     |

**COMPLETED FORMS TO BE GIVEN TO BUSINESS MANAGER ON LAST DAY OF EVERY HALF TERM**

Upper Site  Lower Site  Date .....

Signature ..... Name .....

| Bothal Primary School <b>Termly Task List Site Manager</b>  |  |                                     |
|---|--|-------------------------------------|
| Tasks   | Complete ✓/ X  | Comments/actions (if any) or damage |
| Health and safety inspection to be conducted by governor with responsibility for health and safety and Site Manager. Issues reported to Business Manager.   |  |                                     |
| Check names and contact details of key holders are up to date.  |  |                                     |
| Check all safety signs are in place where appropriate.  |  |                                     |
| Clean and de-scale taps, showerheads and hoses. Log as appropriate.   |  |                                     |
| Safety-check hot water blending valves.   |  |                                     |
| Inspect ladders and review ladder register and checklist. Log.  |  |                                     |
| Conduct detailed inspection of floors, stairs and corridors – safe?   |  |                                     |
| Inspect roof coverings, arrange repairs as necessary.   |  |                                     |
| Inspect external walls, ceilings, partitions and cladding, arrange repairs as necessary.  |  |                                     |
| Inspect and repair gutters, roof outlets, rain pipes, etc.  |  |                                     |
| Check waste pipes and above ground drainage for blockages.  |  |                                     |
| Clear debris and silt from traps below drain covers; this to be done more frequently if puddles are forming around the covers or if heavy rain is expected. |  |                                     |
| Conduct a visual inspection of frequently-used portable electrical appliances.  |  |                                     |
| Decoration and furnishings of rooms are of a satisfactory state.  |  |                                     |
| <b>SITES MANAGER ONLY</b>   | Review log of maintenance issues and check whether issues have been resolved.                    |                                     |
|   | Check for and record any outstanding maintenance issues in site log books.                       |                                     |
|   | Check that regular tests of fire alarms and emergency lighting have been conducted and recorded. |                                     |
|   | Check that personal emergency evacuation plans (PEEPs) are up to date.                           |                                     |
|   | Audit fire logs using checklist provided.  |                                     |

**COMPLETED FORMS TO BE GIVEN TO BUSINESS MANAGER ON LAST DAY OF EVERY TERM**

| Bothal Primary School Annual Task List: <b>Caretaker / Site Manager</b> |   |               |                                     |
|---|---|---------------|-------------------------------------|
|   | Tasks   | Complete ✓/ X | Comments/actions (if any) or damage |
|   | Inspect outdoor play equipment. Ensure logged.  |               |                                     |
|   | Inspect and repair all internal and external finishes, including tiling, masonry and paintwork.   |               |                                     |
|   | Inspect cold water distribution pipework, pumps, cold water storage tanks and insulation.   |               |                                     |
|   | Check pipework is adequately insulated to prevent freezing.   |               |                                     |
|   | Check water temperature in cold water storage tanks and incoming mains supply.  |               |                                     |
|   | Drain and clean water storage tanks and cylinders.  |               |                                     |
|   | Inspect hot water blending valves and inspect hot water calorifiers internally for damage.  |               |                                     |
|   | Check waste pipes, surface water drainage and above-ground drainage systems for damage and blockages.   |               |                                     |
|   | Review water risk assessment and ensure previous actions have been carried out.   |               |                                     |
|   | Carry out fire risk assessment or assessment review and check that actions have been carried out.   |               |                                     |
|   | Check air conditioning is working safely and effectively.   |               |                                     |
|   | Check catering equipment and safety valves.   |               |                                     |
|   | Review inventory of chemicals held on site.   |               |                                     |
|   | Check finger guards are in good condition and present.  |               |                                     |
|   | Check all blind chains/cords are quick release and are secured out of reach of the pupils   |               |                                     |
|   | Inspect outbuildings, repair as necessary.  |               |                                     |
|   | Review health and safety audit and ensure actions from previous year's audit and governors' termly health and safety check have been completed. |               |                                     |
| <b>SITES MANAGER ONLY</b>   | Ensure all SLA visits for statutory maintenance have been carried out and all actions arising completed.  |               |                                     |
|   | Test any items of frequently used or high-risk portable electrical equipment (PAT testing).   |               |                                     |
|   | Inspect caretaker's house for damage.   |               |                                     |
|   | Check all relevant commissioning, testing and inspection certificates are stored safely and are up to date.                                     |               |                                     |
|   | Fire walk both sites to check signage, electricity extensions, accuracy of fire map etc.  |               |                                     |
|   | Review all storage arrangements, including those of gas bottles and highly flammable materials.   |               |                                     |

**COMPLETED FORMS TO BE GIVEN TO BUSINESS MANAGER EVERY OCTOBER**

**Checklist - Schools' Entrance & Reception Area – complete termly**

**Bothal Primary School**

Lower     Upper

| <b>Have you checked ...</b>   | <b>Yes / No</b> | <b>Further actions required</b> |
|---|-----------------|---------------------------------|
| Are there clear signs directing visitors to the main office?  |                 |                                 |
| Is the area secure? Can people only enter school when allowed and only exit school when allowed?  |                 |                                 |
| Is the pathway to reception clean and free of litter, hazards and weeds?  |                 |                                 |
| Is there a mat for people to wipe their feet on when entering the building?   |                 |                                 |
| Is the reception area warm, inviting, clean and tidy?   |                 |                                 |
| Are there bright and welcoming colours at the entrance and in reception area?   |                 |                                 |
| Is the lighting sufficient?   |                 |                                 |
| Are there leaflets, magazines or a TV to occupy visitors while they are waiting to be seen? Is content kept up to date and interesting? |                 |                                 |

|   |  |  |
|---|--|--|
| Are there sufficient comfortable chairs for visitors?   |  |  |
| Do you have a parents' information noticeboard with <u>current</u> information on it? Are all notices and leaflets current?                               |  |  |
| Are there any plants in the reception area and at the entrance? Are they maintained?  |  |  |
| Is the Energy Certificate display?  |  |  |
| Are staff photos displayed? Are they current and maintained?  |  |  |
| Is the Safeguarding Notice displayed?   |  |  |
| Is the visitors book/signing in book displayed, accessible and have a pen attached? Is it GDPR compliant (i.e. – no one can see details of other people?) |  |  |
| Have you received any feedback from visitors about the area?  |  |  |
| Do you have any ideas for improving our area?   |  |  |

## Learning Environment Checklist

| Bothal Primary – Classroom Checklist 18-19                           |    |   |
|--|----|---|
| Classroom:   |    |   |
| Yes  | No | Aspect  |
| <b>The Teacher's Desk and Storage:</b>                               |    |   |
|  |    | Clutter not visible in classrooms, including the teacher's desk.  |
|  |    | The teacher's desk has a small footprint in the classroom –   |
|  |    | There is no more than one additional small storage area in the classroom.   |
|  |    | Exposed shelving is not cluttered   |
|  |    | Children's work book trolleys are stored at the entrance to the classroom. Books are stored with their spine facing outwards. No additional items are stored on the trolley.  |
| <b>At the front of the classroom (at a height visible to pupils)</b> |    |   |
|  |    | Core Values poster and core value of the week   |
|  |    | Behaviour traffic light   |
|  |    | Skills for Life poster  |
|  |    | Handwriting prompts including information of the correct formation of each letter.  |
|  |    | The Lord's Prayer   |
| <b>Whiteboards</b>   |    |   |
|  |    | The whiteboard is clutter free and clean. (or work is relevant to the current or next planned lesson)   |
| <b>Next to the classroom exit:</b>                                   |    |   |
|  |    | Fire procedures.  |
|  |    | Safety rules, where applicable.   |
|  |    | E-safety guidance.  |
|  |    | DSL poster  |
| <b>On the classroom door facing outwards in to the corridor</b>      |    |   |
|  |    | Attendance – weekly class % and whole school target   |
|  |    | Collective worship timetable on the outside of the classroom door.  |
|  |    | Registration routines on the outside of the classroom door.   |
|  |    | Teacher's name.   |
| <b>The Classroom environment to support Skills for Life</b>          |    |   |
|  |    | Resource areas are clearly labelled to encourage independence and full access to the environment  |
|  |    | A tray of whiteboards, pens, rulers, AFL tools (as appropriate) and pencils is readily available on each table or an accessible place.  |
|  |    | Children's drawers and pegs are clearly labelled and left in a tidy manner  |
| <b>Presentation of resources</b>                                     |    |   |
|  |    | Pupil whiteboards are clean, pens work, pencils sharpened etc.  |
| <b>Tables</b>  |    |   |
|  |    | Tables are arranged so that all children can learn collaboratively and access the teaching points within the classroom. All tables are easily accessible  |
| <b>Equality</b>  |    |   |
|  |    | Displays are non-discriminatory and represent the full range of role models. Displays reflect and celebrate the diversity of our school and wider community.  |
| <b>Phonics</b>   |    |   |
|  |    | Nursery – RWI picture frieze as deemed appropriate when graphemes are taught to some pupils   |
|  |    | Reception RWI display of RWI picture frieze, added to as graphemes are taught. Each classroom should reflect the current furthest teaching point reached by the most advanced ability group. As alternative spellings are taught for a sound e.g. ay, ai, a-e, labels should be added to the main frieze. Display of red/tricky words including all taught in RWI and added to as needed by individual classes. |
|  |    | Key Stage 1 (Lower KS2 form rooms and literacy classes where any children who did not meet the phonics screening are taught)<br>Full RWI frieze<br>Display of red/tricky words  |

| <b>Reading area</b>   |  |   |
|---|--|---|
|   |  | Book corner evident   |
|   |  | Book corners contains age appropriate books   |
|   |  | Home Reading reward displays should be evident in form rooms and where applicable, next to book corners.  |
| <b>Early Years</b>  |  |   |
|   |  | Display provide immediate feedback to sustain interest and provide examples which act as a stimulus and support learning  |
|   |  | The alphabet – both upper and lower case.   |
|   |  | Days of the week.   |
|   |  | Number line 0-20  |
| <b>Key Stage 1 only</b>   |  |   |
|   |  | The alphabet – both upper and lower case.   |
|   |  | Colours and names.  |
|   |  | Days of the week.   |
|   |  | Months of the year with names.  |
|   |  | A visual timetable  |
|   |  | The weather today   |
| <b>Key Stage 1 and 2 - Learning Walls – Maths and English (where maths and/or English is taught in a classroom)</b> |  |   |
|   |  | Learning walls are positioned around and close to the focal teaching point e.g. IWB, so that they can be used interactively as the class engages in learning. Whilst learning walls are necessarily a “work in progress”, they are sufficiently organised so that children can easily access the thinking, modelling and conjecturing they contain. |
| <b>Classroom Displays:</b>  |  |   |
|   |  | Display items are mounted.  |
|   |  | No work is pinned with drawing pins.  |
|   |  | Standards of presentation are modelled  |
|   |  | Written work for display is in black in or pencil in the case of tables/drawings etc.   |
|   |  | Displays are not displayed on classroom windows.  |
|   |  | Displays are at least A3 size in order to be read easily by the children.   |
|   |  | Displays are not displayed using glue or cheap blu-tack   |
|   |  | Displays are well maintained  |
|   |  | Displays do not cause a barrier to learning.  |
| <b>PE/Hall Areas</b>  |  |   |
|   |  | Equipment and resource are tidied away or neatly stored   |
|   |  | Computer areas are clutter free   |
| <b>Flyers</b>   |  |   |
|   |  | Flyers are displayed on a designated classroom notice board (correct SPAG)  |

Name:.....Signed:.....Date:.....

## Premises Cleaning Procedures

The staff, pupils and parents at Bothal and Central Primary schools have the right to expect an attractive, clean and safe environment. We are dedicated to ensuring the highest possible standards of cleanliness, which contributes to the provision of a pleasant environment for pupils and staff, minimises the spread of infections and reduces the risk of infestations.

### 1. Employers' duties

- A cleaning schedule that meets the statutory requirement for a clean and safe working environment.
- Appropriate training for staff.
- Additional training in the handling of cleaning chemicals and dangerous substances.
- Data sheets in line with the Control of Substances Hazardous to Health (COSHH) Regulations 2002.
- Appropriate protective clothing.
- All equipment required to meet the requirements of the cleaning schedule.
- Secure storage for cleaning materials and equipment.

### 2. Employees' duties

- Work to the standards outlined in the cleaning schedule.
- Attend appropriate training as required.
- As necessary, wear any personal protective equipment (PPE) provided by the employer.
- Report incidents to the Business Manager as soon as possible.

Cleaning schedules will be made available to all cleaning staff and will include:

- What is to be cleaned.
- The frequency of cleaning.
- The method of cleaning.
- The expected time required.
- The expected quality of outcomes.
- Any restrictions imposed.
- The equipment to be used – outlining who will provide and maintain it.
- Any materials and chemicals to be used.
- Details of any risks associated with the tasks, supported by risk assessment.
- Any safety precautions that must be adopted, including the use of PPE and emergency procedures.

Cleaning standards will be established in the cleaning schedule. This will detail the quality of cleanliness required and the legal requirements for compliance with health and safety regulations in each area.

The cleaning schedule will ensure that:

- Daily requirements are completed; these include the daily emptying of rubbish bins and the cleaning of changing rooms, washrooms and corridors/walkways.
- Weekly requirements are completed; these include the vacuuming of all carpets.
- Monthly requirements are completed; these include the deep cleaning of sanitary ware, and external window cleaning.
- High level cleaning is completed in 6-12 week cycles; these include the dusting of venetian blinds, carpets and fabric cleaning, and the deep cleaning of kitchens and equipment.

Cleaning staff should always:

- Plan their work route, work from the cleanest area to the dirtiest area.
- Use hazard warning signs when the cleaning involves wet floor surfaces.
- Report any defective or damaged equipment to the caretaker.
- Wear appropriate PPE at all times.
- Never mix cleaning agents.
- Ventilate any area where cleaning chemicals are being used.
- Add a cleaning agent to water, rather than adding water to the agent, to prevent the possibility of the agent being splashed onto the eyes/onto skin.

If an activity introduces new risks to the cleaning staff, the Business Manager must be informed to that effective controls can be put in place.

### 3. Cleaning equipment

- Cleaning staff will be provided with appropriate equipment to enable them to do their jobs effectively.
- All cleaning equipment will be properly maintained in accordance with manufacturer's instructions.
- Ensure all electrical equipment tested for safety and be PAT tested if appropriate.
- Briefly test each machine after performing a safety check.
- Ensure cables are kept behind machines and do not present trip hazards.
- Avoid adjusting fittings on a machine that is plugged in.
- Dirty and defective equipment should be reported to the caretaker as soon as possible and will be disposed of in adherence with the Waste Electrical and Electronic Equipment (WEEE) Regulations 2013 (as amended in 2015).

Cleaning staff will be trained to check and maintain electrical equipment, including:

- Performing visual checks to identify damage.
- Checking the condition of plugs and cables.
- Removing defective equipment from use and labelling it as 'out of order'.
- Ensuring power cables are a suitable length.
- Ensuring power cables are not strained during use.
- Cleaning equipment after use.

### 4. COSHH

COSHH sheets are available for all products in use in school. If a COSHH sheet is not available, the product should not be used.

COSHH regulations are intended to protect individuals from hazardous substances. Cleaning staff will understand that chemicals can be harmful and can enter the body through:

- Ingestion (eating and drinking).
- Inhalation (gases, sprays and dust).
- Absorption through the skin.

Staff will be trained to:

- Read container labels and note any risks.
- Understand that mixing chemicals is potentially dangerous.
- Use chemicals only for their intended purpose.
- Use PPE when handling chemicals.
- Store chemicals in accordance with manufacturers' recommendations.

All cleaning chemicals must be labelled correctly.

The school will be provided with data sheets from suppliers that details:

- The proper use of a substance.
- Health risks and fire hazards.
- How to use, transport and store the substance.
- Emergency action and first-aid advice.
- Other information, such as waste disposal requirements.

Where cleaning chemicals are being used, users of the building should be excluded from the immediate area whilst cleaning is in progress.

Cleaning chemicals, cleaning products and equipment will only be used by trained individuals.

## **5. Reporting**

All accidents and incidents must be immediately reported to the Business Manager.

## **6. Storage Areas**

Cleaning materials, equipment and chemicals will never be left unattended and will be locked away in secure cupboards when not in use.

## **7. Use of Containers**

Cleaning materials are commonly supplied in large containers and decanted into smaller containers for ease of use. Where cleaning agents are decanted:

- It must be safe to do so.
- Containers will be appropriately labelled (unlabelled containers will never be used).
- The re-use of bottles will be avoided, particularly those that had a different previous usage (i.e. drinks bottles) to avoid accidents.

## **8. Infection Control**

To prevent an infection outbreak, higher standards of cleaning are essential in first aid rooms, kitchens and toilets, and following incidents involving bodily fluids.

Areas of this nature a deeper than usual level of cleaning whereby surfaces are rendered microbiologically sterile through disinfection.

During an outbreak, cleaning standards should be increased in all areas if directed by Business Manager.

## **9. Hand Washing**

Cleaners play an important role in supporting effective hand washing by:

- Ensuring high standards of regular cleaning in toilets, bathrooms and handwashing facilities.
- Ensuring that liquid soap and disposable hand towel dispenser are clean and well-stocked.
- Disposing of discarded towels.

## **10. Pest Control**

Cleaning staff will be trained to identify and report any signs of pests, including the following:

- Sightings;
- Faeces and droppings;
- Damage and gnaw marks to woodwork;
- Holes in sacks and boxes;
- Spillages around packages;
- Feet and tail marks in dust;
- Scratching or other noises.

Effective pest control will be achieved by:

- Maintaining clean premises;
- Ensuring the appropriate storage of foodstuffs;
- Disposing of waste on a regular basis;
- Contracting a recognised pest controller to inspect the school on a regular basis.

## **11. Graffiti**

Graffiti in the form of lipstick or chalk marks will be removed with detergent. More problematic graffiti will be removed using paint removers, bleaching and, where necessary, overpainting by caretaking staff.

## **12. Kitchens**

Catering staff are responsible for the cleanliness of school kitchens. The school will ensure high levels of cleanliness in any kitchen environment. Surfaces where food is handled must be maintained in a good condition. They must be easy to clean and disinfect. They must also be made of materials that are smooth, washable, corrosion resistant and non-toxic.

A cleaning schedule will list daily, weekly, monthly and annual cleaning tasks for all kitchen areas and appliances.

Mops, buckets, reusable gloves and cloths will be colour coded or otherwise labelled to ensure that equipment used in the kitchen is never used elsewhere in the school. Mops, sponges and kitchen cloths should be kept clean and regularly replaced.

Cleaning staff should take adequate precautions to prevent any contamination of foodstuffs by chemicals. Chemicals will be stored separately from food in a clearly labelled, locked cupboard. Manufacturers' instructions must always be followed.

Areas of damp, chipped plaster, broken tiles or chipped work surfaces should be reported to the Business Manager as soon as possible.

## **13. Carpets**

Schedules for carpet cleaning will depend on levels of footfall and occupancy. The basic requirement is thorough weekly vacuuming to remove loose soil and debris and reduce pile crushing. Where necessary, immediate spot cleaning of spillages will take place to prevent their spread.

Dust bags should be changed when they are two-thirds full.

## **14. Windows**

External window cleaning is contracted to Convey Brothers at Bothal and M Lynn Window Cleaning Services at Central. The contractor will ensure that their employees comply with all work at height regulations.

## **15. First Aid**

First aid support will be called for in all instances where a member of staff or pupil inhales fumes from, ingests or comes into contact with a toxic cleaning substance.

If a corrosive cleaning agent is inhaled, staff should:

- Immediately move the person to an area with fresh air.
- Rinse the affected person's nose and mouth with water.
- Call for medical attention if any discomfort continues.

- If a child is involved, seek medical assistance in every instance.

If a corrosive cleaning agent is ingested, staff should:

- Immediately remove the victim from the source of exposure.
- Call for medical attention.
- Rinse the affected person's mouth thoroughly.
- Get them to drink plenty of water.

If a corrosive cleaning agent comes into contact with a person's skin staff should:

- Remove the affected person from the source of contamination
- Remove any contaminated clothing
- Wash the skin with soap and water
- Call for medical attention if the irritation persists after washing.

## **16. Slips and Falls**

Spillages will be immediately addressed and treated as a priority. Staff will use warning signs or prevent access to any floor surface that poses slipping hazards, no matter how small. Cleaning staff will wear appropriate footwear with adequate grip.

## **17. Personal Protective Equipment (PPE)**

PPE includes uniforms, safety shoes and equipment such as gloves and goggles. All cleaning staff will be issued adequate PPE.

## **18. Measuring Performance**

The caretakers and Business Managers are responsible for the continuous monitoring of school cleaners' performance. They will respond promptly to any reports or complaints of inadequate cleaning standards. They will carry out occasional no-notice inspections to monitor if the work schedule is being followed. A cleaning audit is attached at Appendix 17.

## **19. Training**

Cleaning staff will be appropriately trained and supervised by the Sites Managers. Training will be conducted in-house and obtained from a number of external providers as appropriate.

New staff will be given induction training by the Sites Manager, which will include all the information needed to safely and effectively begin their duties.

All cleaning staff will be trained in the school's health and safety procedures and arrangements, prior to beginning work.

Health and safety training will include the following:

- Manual handling
- The safe use of equipment and PPE
- COSHH regulations and handling chemicals
- Fire safety arrangements
- Working at height
- Lone working
- Emergency procedures

All staff training will be recorded, with particular emphasis placed on COSHH, manual handling, working at height and lone working.

**Cleaning Standard Audit Form****Audit carried out by ..... Date.....****Upper Site** **Lower Site** 

|                          | <b>Acceptable<br/>Yes / No</b> | <b>Requires<br/>improvement</b> | <b>Comment</b> |
|--------------------------|--------------------------------|---------------------------------|----------------|
| Main Entrance            |                                |                                 |                |
| Windows and window sills |                                |                                 |                |
| High level cleaning      |                                |                                 |                |
| Low level cleaning       |                                |                                 |                |
| Floor                    |                                |                                 |                |
| Office:                  |                                |                                 |                |
| Windows and window sills |                                |                                 |                |
| High level cleaning      |                                |                                 |                |
| Low level cleaning       |                                |                                 |                |
| Desks                    |                                |                                 |                |
| Floor                    |                                |                                 |                |
| Office:                  |                                |                                 |                |
| Windows and window sills |                                |                                 |                |
| High level cleaning      |                                |                                 |                |
| Low level cleaning       |                                |                                 |                |
| Desks                    |                                |                                 |                |
| Floor                    |                                |                                 |                |
| Office:                  |                                |                                 |                |
| Windows and window sills |                                |                                 |                |
| High level cleaning      |                                |                                 |                |
| Low level cleaning       |                                |                                 |                |
| Desks                    |                                |                                 |                |
| Floor                    |                                |                                 |                |
| Halls:                   |                                |                                 |                |
| Floor                    |                                |                                 |                |
| Windows and window sills |                                |                                 |                |
| High level cleaning      |                                |                                 |                |
| Low level cleaning       |                                |                                 |                |
| Classroom:               |                                |                                 |                |
| Windows and window sills |                                |                                 |                |
| High level cleaning      |                                |                                 |                |
| Low level cleaning       |                                |                                 |                |
| Desks                    |                                |                                 |                |
| Floor                    |                                |                                 |                |
| Classroom:               |                                |                                 |                |
| Windows and window sills |                                |                                 |                |
| High level cleaning      |                                |                                 |                |
| Low level cleaning       |                                |                                 |                |
| Desks                    |                                |                                 |                |
| Floor                    |                                |                                 |                |
| Classroom:               |                                |                                 |                |
| Windows and window sills |                                |                                 |                |
| High level cleaning      |                                |                                 |                |
| Low level cleaning       |                                |                                 |                |
| Desks                    |                                |                                 |                |
| Floor                    |                                |                                 |                |
| Classroom:               |                                |                                 |                |
| Windows and window sills |                                |                                 |                |
| High level cleaning      |                                |                                 |                |
| Low level cleaning       |                                |                                 |                |
| Desks                    |                                |                                 |                |
| Floor                    |                                |                                 |                |

|            |                          |  |  |
|------------|--------------------------|--|--|
| Classroom: |                          |  |  |
|            | Windows and window sills |  |  |
|            | High level cleaning      |  |  |
|            | Low level cleaning       |  |  |
|            | Desks                    |  |  |
|            | Floor                    |  |  |
| Classroom: |                          |  |  |
|            | Windows and window sills |  |  |
|            | High level cleaning      |  |  |
|            | Low level cleaning       |  |  |
|            | Desks                    |  |  |
|            | Floor                    |  |  |
| Classroom: |                          |  |  |
|            | Windows and window sills |  |  |
|            | High level cleaning      |  |  |
|            | Low level cleaning       |  |  |
|            | Desks                    |  |  |
|            | Floor                    |  |  |
| Classroom: |                          |  |  |
|            | Windows and window sills |  |  |
|            | High level cleaning      |  |  |
|            | Low level cleaning       |  |  |
|            | Desks                    |  |  |
|            | Floor                    |  |  |
| Toilet:    |                          |  |  |
|            | Floor                    |  |  |
|            | Sinks and taps           |  |  |
|            | Toilets                  |  |  |
|            | Cubicle and doors        |  |  |
| Toilet:    |                          |  |  |
|            | Floor                    |  |  |
|            | Sinks and taps           |  |  |
|            | Toilets                  |  |  |
|            | Cubicle and doors        |  |  |
| Toilet:    |                          |  |  |
|            | Floor                    |  |  |
|            | Sinks and taps           |  |  |
|            | Toilets                  |  |  |
|            | Cubicle and doors        |  |  |
| Outside    |                          |  |  |
|            | Main door                |  |  |
|            | Litter                   |  |  |
|            | Bin area                 |  |  |

### Action Plan

| Actions Required | Timescale | Date Completed |
|------------------|-----------|----------------|
|                  |           |                |
|                  |           |                |
|                  |           |                |
|                  |           |                |

Signed: \_\_\_\_\_ (Caretaker/Cleaner) \_\_\_\_\_

## School Food Standards Checklists

| Bothal Primary Upper <input type="checkbox"/> Lower <input type="checkbox"/> (tick) |   | Date of Check: | Standard met (Y/N) |        |        |        |
|---|---|----------------|--------------------|--------|--------|--------|
| Food group  | Food-based standards  |                | Week 1             | Week 2 | Week 3 | Week 4 |
| <b>Starchy food</b>   | One or more portions from this group every day.   |                |                    |        |        |        |
|   | Three or more different foods from this group each week.  |                |                    |        |        |        |
|   | One or more wholegrain variations from this group each week.  |                |                    |        |        |        |
|   | No more than two days each week of food cooked in oil or fat.   |                |                    |        |        |        |
|   | Bread must be available every day (with no added oil or fat).   |                |                    |        |        |        |
| <b>Fruit and vegetables</b>   | Accompany one or more meals every day with portions of vegetables or salad.   |                |                    |        |        |        |
|   | One or more portions of fruit per day.  |                |                    |        |        |        |
|   | A dessert with at least 50 percent of fruit two or more times a week.   |                |                    |        |        |        |
|   | At least three different fruits and vegetables are to be served each week.  |                |                    |        |        |        |
| <b>Non-dairy sources of protein including; meat, fish, eggs, beans</b>              | A portion from this group every day.  |                |                    |        |        |        |
|   | A portion of meat or poultry on three or more days a week.  |                |                    |        |        |        |
|   | Oily fish once or more every three weeks.   |                |                    |        |        |        |
|   | For vegetarians, a portion of non-dairy protein three or more days a week.  |                |                    |        |        |        |
|   | Manufactured or homemade meat or poultry product no more than once a week in primary schools and twice a week in secondary schools. |                |                    |        |        |        |
| <b>Milk and dairy</b>   | A portion from this group every day.  |                |                    |        |        |        |
|   | Lower fat milk and lactose-reduce milk must be available.   |                |                    |        |        |        |
| <b>Foods high in salt, sugar, and fat</b>   | No more than two portions of this group that have been deep-fried, batter-coated, or breadcrumb-coated a week.                      |                |                    |        |        |        |
|   | No more than two portions of this group which include pastry each week.   |                |                    |        |        |        |
|   | No snacks with added salt, sugar, or fat (except nuts, seeds, vegetables, and fruit).   |                |                    |        |        |        |
|   | Savoury crackers or breadsticks can be served with fruit, vegetables or dairy food.   |                |                    |        |        |        |
|   | No confectionery, chocolate and chocolate-coated products.  |                |                    |        |        |        |
|   | Desserts, cakes and biscuits are permitted at lunchtime, however they cannot contain confectionery.                                 |                |                    |        |        |        |
|   | Salt must not be available to add after the cooking process is finished.  |                |                    |        |        |        |
|   | Any condiments are limited to sachets or portions   |                |                    |        |        |        |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  | of no more than 10 grams or one teaspoonful. |  |  |  |  |
|--|--|--|--|--|--|

|                         |  |  |  |  |
|-------------------------|--|--|--|--|
| <b>Healthier drinks</b> | Free, fresh drinking water at all times.   |  |  |  |
|                         | Fruit or vegetable juice is given at a maximum of 150ml.   |  |  |  |
|                         | <p>Combination drinks are:</p> <ul style="list-style-type: none"> <li>• Limited to a portion size of 330mls.</li> <li>• They may contain added vitamins or minerals.</li> <li>• No more than 5% added sugars or honey</li> <li>• No more than 150mls fruit juice.</li> <li>• Fruit juice combination drinks must be at least 45% fruit juice.</li> </ul> |  |  |  |

This information is from the School Food Plan. For more information, please visit their [website](#).

Signed: ..... **Catering Manager** Date: .....

**NB: Upper Site menu to be monitored by Lower Site Catering Manager and vice versa.**

## School Food (other than lunch) Checklist

| Food group   | Food-based standards  | Breakfast | After school |
|--|---|-----------|--------------|
| <b>Starchy food</b>  | No more than two days each week of food cooked in oil or fat.   |           |              |
| <b>Fruit and vegetables</b>  | Fruit and/or vegetables available in all school food outlets.   |           |              |
| <b>Non-dairy sources of protein including; meat, fish, eggs, beans</b> | Manufactured or homemade meat or poultry product no more than once a week in primary schools and twice a week in secondary schools.   |           |              |
| <b>Milk and dairy</b>  | Lower fat milk and lactose-reduce milk must be available.   |           |              |
| <b>Foods high in salt, sugar, and fat</b>                              | No more than two portions of this group that have been deep-fried, batter-coated, or breadcrumb-coated a week.  |           |              |
|  | No more than two portions of this group which include pastry each week.   |           |              |
|  | No snacks with added salt, sugar, or fat (except nuts, seeds, vegetables, and fruit).   |           |              |
|  | Savoury crackers or breadsticks can be served with fruit, vegetables or dairy food.   |           |              |
|  | No confectionery, chocolate and chocolate-coated products.  |           |              |
|  | Desserts, cakes, pastries, and biscuits (except yoghurt or fruit-based desserts containing at least 50 percent fruit).  |           |              |
|  | Salt must not be available to add after the cooking process is finished.  |           |              |
| <b>Healthier drinks</b>  | Any condiments are limited to sachets or portions of no more than 10 grams or one teaspoonful.  |           |              |
|  | Free, fresh drinking water at all times.<br><br>Fruit or vegetable juice is given at a maximum of 150ml (max 150mls)<br>Combination drinks are: <ul style="list-style-type: none"><li>• Limited to a portion size of 330mls.</li><li>• They may contain added vitamins or minerals.</li><li>• No more than 5% added sugars or honey</li><li>• No more than 150mls fruit juice.</li><li>• Fruit juice combination drinks must be at least 45% fruit juice.</li></ul> |           |              |

This information is from the School Food Plan. For more information, please visit their [website](#).

**Wrap Around Care Managers Name**

**Signature**

**Date**

.....  
.....  
.....  
.....

.....  
.....  
.....  
.....

**Food Allergies Checklist – to be completed termly and passed to SBM**

**UPPER**     **LOWER**

| <b>Statement</b>   | <b>Red</b> | <b>Amber</b> | <b>Green</b> | <b>Comment</b>   |
|--|------------|--------------|--------------|--|
| There is a policy for medical conditions that is reviewed and shared among staff.  |            |              |              | Supporting pupils with medical conditions policy in place September 2016. Review regularly. Available on school website.         |
| The medical conditions policy includes requirements for managing food allergies in schools.  |            |              |              | Section on Anaphylaxis.  |
| The Executive Principal has overall responsibility for provision and delivery of the policy.   |            |              |              | In Roles and Responsibility section.   |
| There is a named person responsible for developing Individual Healthcare Plans (IHCPs)   |            |              |              | Miss E Forsyth upper site, Mrs C Duncan lower site. Mrs N Lumley has oversight.  |
| There is a policy around nuts in the school, with the core principal of whole school management.   |            |              |              | We have a whole school approach to all allergies.  |
| Parents are provided with information about school policy and are involved in drawing up IHCPs.  |            |              |              | Parents are involved with the initial drawing up of plans once they inform us of the allergy.                                    |
| Pupils with food allergies have IHCPs.   |            |              |              | Not all children have, only if medication required or allergy severe.  |
| Each pupil with anaphylaxis has at least two adrenaline auto-injectors available.  |            |              |              | Both children have 3 pens in three places now in lockable boxes  |
| The adrenaline auto-injectors (AAIs) are accessible but kept securely.   |            |              |              | Staff informed. In process of lockable boxes at each end of school for AAI's   |
| Pupils with severe allergies are encouraged to carry their own AAIs.   |            |              |              | Kept in three locations. Lockable medical cabinet, PE department and KS2 upper outside art room                                  |
| All staff are trained to prepare for allergic reactions/anaphylactic shock.  |            |              |              | Annual training provided. Records held ...   |
| The issue of medical conditions is covered with the curriculum.  |            |              |              | Discussion needed to see if topic is to be introduced in PHSE.   |
| Local allergy specialist have provided training for the staff on food allergen avoidance and how to treat reaction.                          |            |              |              | Nursing team came in to do staff training.   |
| All staff are aware of which children have an allergic reaction.   |            |              |              | Pictures / allergies are on Google Drive for teachers to access.   |
| On entry to school, children are routinely checked for allergies.  |            |              |              | SV5 / Allergy forms completed yearly and on arrivals to new school.  |
| Students in the school are aware of the issue of food allergies and know what to look out for amongst their friends and what they should do. |            |              |              | Allergy aware but not individual student's needs.  |
| A genetic AAI is also available.   |            |              |              | Two held in school since October 2017. Only to be used on children with diagnosis. Permission box on HCP and Administration form |

**Checklist completed by:** Miss E Forsyth

**Signature:** .....

**Date:** .....

## Definitions

- **Risk assessment** is defined as a careful examination of what, in the school, could cause harm to people, so that the school can determine whether the necessary precautions are in place or whether more should be done to prevent harm.
- **Hazard** is defined as anything that may cause harm, such as chemicals, electricity, working from ladders, an open drawer, etc.
- **Risk** is defined as the chance, low to high, that someone could be harmed by it and other hazards, together with an indication of how serious the harm could be.
- **Dynamic risk assessment** is defined as an assessment that takes into account unexpected or short, temporary changes that require immediate amendments to be made to control measures.
- **Generic risk assessment** is defined as an individual assessment covering the common, significant hazards that staff and others face on a daily basis, such as low-risk activities or repeated activities that can be documented in another way.
- **Suitable and sufficient risk** is defined as an assessment that is proportionate to the risk and ensures that all relevant hazards are addressed, complies with statutory requirements, ensures all groups who are affected are considered, takes account of existing control measures and identifies further measures as necessary.