REIGATE GRAMMAR SCHOOL

Appendix 1 - Health and Safety Responsibilities and Structure

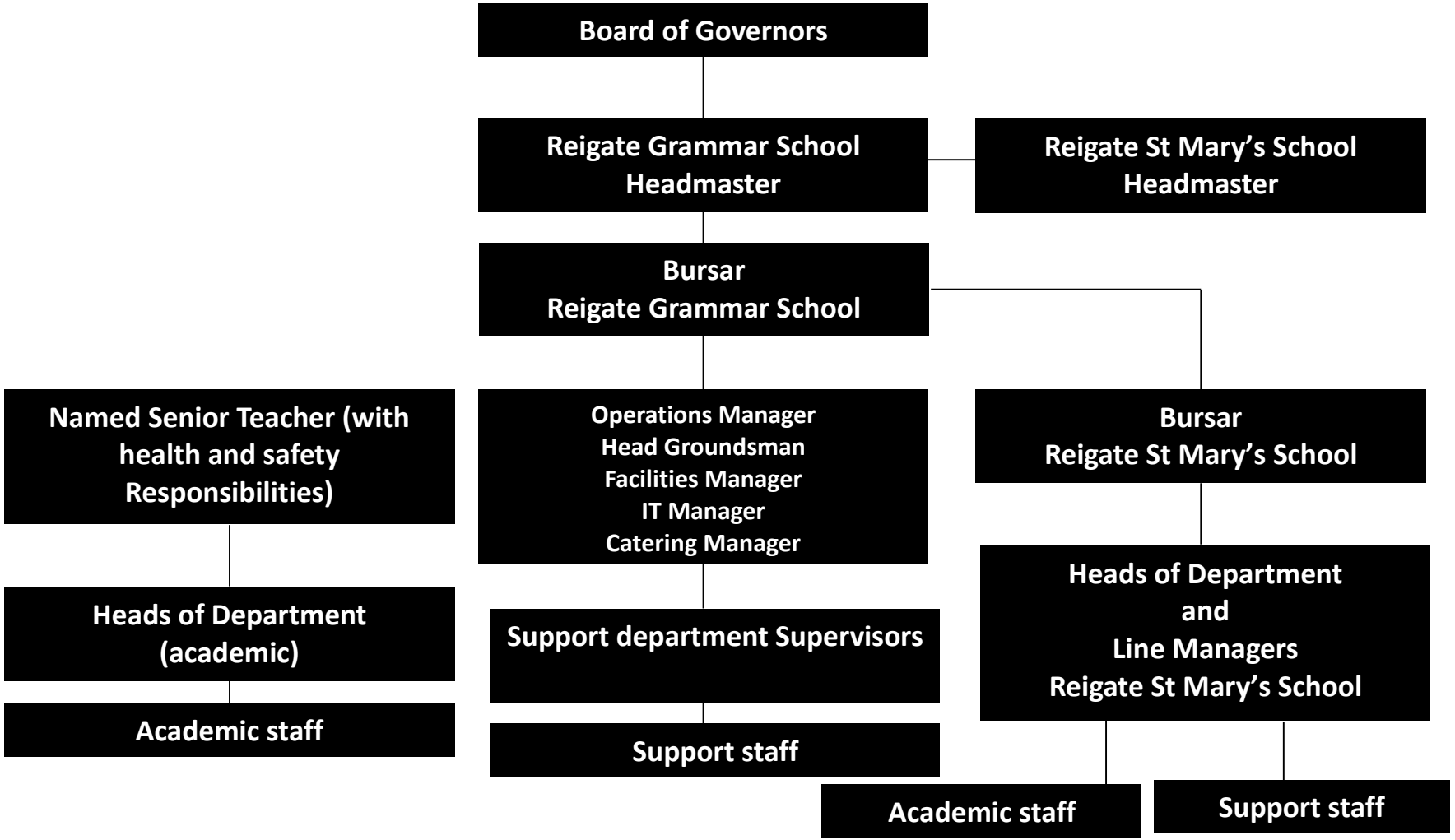
The organisation chart on the following page explains the structure of responsibilities with regard to health and safety arrangements at Reigate Grammar School. The Senior Leadership Team (SLT) consists of the Headmaster, Deputy Heads, three Assistant Heads, Bursar and Development Director. All are involved in major decision making and planning across all areas of the school. Staff are welcome to approach any of the aforementioned with regard to matters regarding health and safety management and procedures.

The Governing Body, as the employer, has the ultimate responsibility for ensuring so far as is reasonably practicable, the health, safety and welfare of Reigate Grammar School staff and pupils, and ensuring that those not in the employment of the school (visitors, contractors etc.) are not harmed by the school environment or its activities. As such the Governing Body ensure that adequate financial resources are available to ensure effective health and safety arrangements can be implemented and personnel are appointed, or contracted with, to carry out specific responsibilities. The Governing Body will also make provision to ensure that the health and safety management system is regularly audited.

The Headmaster has the delegated responsibility for the health, safety and welfare of all members of the school community and pupils. Specific responsibilities are delegated to the Deputy Heads, Assistant Heads and a named Senior Teacher. The Bursar has the delegated responsibility for the health, safety and welfare of all support staff and for the provision of a safe working environment, advising the Governing Body and Headmaster about required adequate resources for the successful management of health and safety arrangements. Day to day responsibilities for specific health and safety arrangements are delegated to certain support department managers. The School has a Health and Safety Committee who meet termly to discuss and progress health and safety matters.

REIGATE GRAMMAR SCHOOL

Appendix 1 - Health and Safety Responsibilities and Structure



REIGATE GRAMMAR SCHOOL

Appendix 2 – Reportable accidents, diseases and dangerous occurrences

Some incidents that happen in schools, or during education activities out of school, must be reported to the Health and Safety Executive (HSE) under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR). These Regulations require employers and other people to report accidents and certain diseases that arise out of or in connection with work.

What needs to be reported?

RIDDOR requires employers and others in control of premises to report certain accidents, diseases and dangerous occurrences arising out of or in connection with work. The following HSE information sheet (EDIS1) includes examples of incidents that sometimes result from school's activities and are reportable under RIDDOR. The sheet contains three sections which cover:

- Injuries and ill health involving employees
- Injuries involving pupils and other people not at work
- Dangerous occurrences

Who does the report?

At Reigate Grammar School all accidents are reported to the School Office, who in turn inform the Bursar of accidents. The First Aid Coordinator in the School Office is responsible for ensuring that reportable accidents, diseases and dangerous occurrences are reported to the Bursar who will ensure that necessary reporting is made in accordance with RIDDOR Regulations and records kept. The Bursar will also ensure any necessary accident investigations are also undertaken, using the accident investigation form provided within this document.

Who is reported to?

The HSE is the enforcing authority and all reports should be submitted to them. This can be done via the HSE website www.hse.gov.uk on the RIDDOR section. All reports are made online and there is also a telephone service noted on the website for reporting fatal and specified injuries only.

REIGATE GRAMMAR SCHOOL

Appendix 3 – Utilities (Electrical Safety)
including 'Procedures and Safe Systems for Electrical Works (RA No 20)'

DEFINITIONS

Portable electrical equipment:

Any electrical equipment that utilises a 13Amp plug

Group "A" - Hand held or operated whilst connected to the supply.
Group "B" - All other items connected via 13Amp plug but excluding Group "C & D".
Group "C" - Business Equipment.
Group "D" - Low Voltage Equipment e.g. below 50 volts.

Fixed electrical equipment
Any electrical equipment that is permanently wired into the mains supply.

Business Equipment
Any electrical equipment used within a classroom or office environment, (e.g. Computers, FAX, Telephones, Modems, Answer M/C, Scanners, Printers, Photocopiers etc,) which are connected to 240 volt mains services and not frequently moved.

Low Voltage Equipment
Any electrical equipment that operates via a low voltage supply, including plug-in transformer units, (e.g. below 50 volts).

Electrical Installation
All electrical services must comply with the current requirements as detailed in the Electricity at Work Regulations 1989 and the Institution of Electrical Engineers Wiring Regulations (BS 7671). All fixed equipment must also be installed in accordance with the IEE Regulations by a competent and suitably qualified person.

Under no circumstances must any changes be made to the fixed electrical installation, whether permanent or temporary, without proper authorisation from the Bursar, who will arrange for any necessary work to be undertaken on behalf of the school.

Equipment
Most of the electrical equipment used within the school will be of the normal domestic or commercial pattern. As such it will comply with the Electrical Equipment (Safety) Regulations 1994 or the current British/EU Standard applicable to that particular item of equipment and should, therefore, be safe in normal use.

Staff responsible for the acquisition and purchase of electrical equipment for use within the school must ensure that all electrical equipment purchased for school use meets the applicable British / EU Standard or some other nationally recognised standard before completing the purchase arrangements.

Privately owned electrical equipment may only be used on school premises with written authority from your Head of Department. All such equipment and any electrical equipment made for a special purpose must be tested for electrical safety by a nominated school competent person before it is first used, contact the Operations Mangers for further advice.
All portable electrical equipment held in departments shall be subject to a routine test and inspection.

Fixed electrical equipment shall be subject to a routine inspection and test every 5 years, and the results of these tests recorded in a register designated for that purpose

Appendix 3 – Utilities (Electrical Safety)

Maintenance of Flexible Leads and Plugs

Defective plugs, sockets, leads and other accessories cause more electrical accidents than the appliances with which they are used. Such defects may for example result in external metalwork of an appliance, which is normally earthed and safe to handle, becoming live at a dangerous voltage.

Flexible leads, plugs and sockets will deteriorate in service, so regular maintenance is essential to ensure user safety. Routine inspections should be made by someone who is capable of recognising faults and defects which should then be repaired by an electrician or other competent person

Residual Current Devices

Residual current devices (RCDs), otherwise known as earth-leakage breakers (ELC's), are fitted to some items of equipment and also in most laboratory areas. Every RCD unit has a test button and this should be used routinely to check the operation of the RCD and to free the mechanism of any friction. It is recommended that all RCDs in regular use are tested in this way at least every month and those which are fitted to high risk equipment, such as water cleaners, are tested each time the equipment is used.

REIGATE GRAMMAR SCHOOL

Appendix 3 – Utilities (Electrical Safety)

RGS – Estates Department

Procedures and Safe Systems for Electrical Works (RA No 20)

Overview: This document sets out the arrangements in place for managing the school's electrical systems and services using in-house personnel and external companies as necessary for specific works.

Fixed Wire Testing:
This work is carried out by qualified external contractors who are briefed on site by the Operations Manager and Building Services Engineer. The remedial works identified during this testing is documented, discussed and prioritised to determine a suitable schedule for completion according to priority and risk levels. The records are retained in the Operations Managers' Office. The fixed wire testing programme is as follows:

Date	***Areas covered***	***Tested by***	***Remedials Completed by***	***Next Test***
October / November **2012**	All buildings on the Top Site	Bureau Veritas *(5 yearly plan)*	Clive Stephens – School Building Services Engineer and/or external contractors *(progressed in phases over holiday periods or as part of refurbishment works)*	**Oct/Nov 2017** including Ballance Building
October **2013**	All buildings on our Main Site and Sports Pavilion at Hartswood	Bureau Veritas *(5 yearly plan)*		**October 2018**
February **2014**	Main shut down of Servers and Mains intake testing completed	Bureau Veritas *(5 yearly plan)*		**TBA 2018 / 2019**
October	Swimming pool area	Bureau Veritas *(Annual plan)*		**October 2017**

Portable Appliance Testing:
This work is carried out by external contractors on a 1 to 2 year rolling programme. All staff are advised by e-mail and given notice to enable access to equipment in their areas.

Items have a visual inspection and are then electronically checked – failed items are removed from use on the day of testing and passed to the school for action. If items can be repaired, this work is carried out and the items retested, if not items are disposed of to prevent reuse. The records are held in the Operations Managers' Office

The **current** PAT programme is as follows:

Date	***Areas covered***	***Testing completed by***	***Remedials Completed by***
February **Annual**	High risk areas checked (as per agreed schedule) Science, DT, Kitchens, IT rooms etc.	Bureau Veritas	School Building Services Engineer
October **Bi-Annual**	All other areas deemed Lower Risk (as per agreed schedule)		

Appendix 3 – Utilities (Electrical Safety)

Personal Items:
Staff are discouraged from bringing their own domestic electrical items into school – all items in use are required to be tested as part of the rolling PAT programme. If personal items are deemed unsafe they are removed from use immediately and the staff member advised.

Projects:
Refurbishment projects are planned in advance and the work is managed by the Operations' Manager and Maintenance team with specialist companies as required. IT projects are managed by the IT Team, however work with electrical implications are discussed with the Operations Manager and School BS Engineer as part of the planning. This enables the school to determine whether the work is done in-house or using appropriate contractors according to complexity. A clear understanding of the school's infrastructure is explained to contractors (including asbestos implications etc) and due attention given to other projects / conflicts within the overall school priorities at the time. Electrical certification is provided upon completion of projects and held in the Operations Managers' Office.

Reporting systems:
Staff can register problems by

- Reporting them by e-mail to the estates helpdesk which is checked regularly each day (min 4 times each day)
- Reporting them in person to the Operations Manager, Assistant Manager or Maintenance team members as they go about their duties around the site
- Reporting them via phone or direct e-mail to the Operations Manager or Assistant Manager.
- Reporting them by recording the details with the Porters desk who will contact the team members via the radio system or in person (whichever is easiest at the time).

Urgent electrical faults reported by staff or found by the Maintenance team are

- Investigated by a member of the maintenance team and/or building services engineer.
- If the work required is within the scope of general maintenance i.e. light tubes, re-fixing loose trunking or cabling etc., work will be completed in a safe manner paying due attention to access, population of area at the time, other activities going on, guarding and support for high level work as necessary to action the job or make safe until it can be completed at a more suitable time. The Building Services Engineer will undertake the more complex work that by regulation, require his specialist skills i.e. installations, improvements, substantial repairs etc.
- If external support is required from an electrical contractor, that is secured upon agreement with the Operations Manager or Assistant Manager.

Non-urgent faults i.e. damaged diffusers, hairline cracks in switches etc., are taped over / secured as far as possible by the Maintenance team member and then passed to the Building Services Engineer to action when access is possible to the relevant areas.

Risk control measures for completion of electrical tasks include :-

a) Initial assessment of task, risk level and urgency by a competent, qualified person.
b) Requirement for isolation or guarding until works can be carried out and communication needed with responsible staff in the relevant area.
c) Assessment of environment, suitable access and timing for works in relation to other school activities
d) Competence levels required to fully complete the work with specialist support secured as necessary
e) Suitable materials, equipment and PPE required to complete the work safely

REIGATE GRAMMAR SCHOOL

Appendix 3 – Utilities (Electrical Safety)

Equipment available to aid working on electrical tasks:

Suitable workshop tools and testers (selected by the BS Engineer)
Mobile Elevating Work Platform (MEWP)
Safety barriers, tape and signage
Ladders
Harnesses
Radio systems and PPE

Preventative and Control Measures:

In addition to the above arrangements, the Maintenance team are all aware of the importance of health and safety in the workplace and in particular matters relating to electrical safety. In the course of carrying out their routine duties they fully understand their responsibility to "watch out for" problems that may have gone unnoticed by staff and to take the necessary action as outlined above i.e. deal with the matter, take temporary steps to safeguard, report to Operations Manager, Assistant Manager and/or Building Services Engineer.

The team have a copy of the approved contractors contact details and know what to do in the event of an urgent matter arising at a time when the Operations Manager or Assistant Manager is not available to oversee the situation. They can also seek advice from the Facilities Manager or Bursar.

The team meet weekly to discuss priorities in terms of planned events, contractors due to site, key in-house tasks etc. Electrical/plumbing/carpentry work that requires attention is discussed and allocated according to the team members' competence and skills. If external assistance is needed, quotes are obtained and works discussed for sign off by the Operations Manager and Bursar at their weekly meetings.

The fire risk assessment for the whole site is conducted by an external company – Assurity Consulting *(last completed in February 2017)* and their consultants work closely with the Operations Manager and team whilst on site. They flag any visible electrical faults or concerns picked up as part of their work. In summer 2013 a condition survey of the site was conducted and whilst the scope of work did not include electrical installations, if issues were spotted by the Building Surveyor they were reported back verbally as part of the feedback process (maximising the use of a "fresh pair of eyes").

Site Inspections:

In addition to the formal inspections during the Fixed Wire, Portable Appliance and Project Works a number of informal site inspections take place and defects are logged for action accordingly. These inspections take place as follows;

- Operations Manager and Assistant Manager walks the site regularly and checks the general condition of the buildings including external areas. Issues identified are logged and discussed with the team or with individuals according to the task in question.

- All the Maintenance team members checks for faults in the course of their work around the whole site. They have received Health, Safety and Fire Warden training and are aware of the necessary safety measures to adhere to when fulfilling their duties, particularly regarding electrical isolations, their clearance and subsequent testing. The team members work in pairs, share knowledge, work load and make every effort to reduce the risk of injury to the school population.

- The Building Services Engineer checks for faults in the course of his general works around the site and when responding to responsive jobs. He will log issues to return to for further investigation and action as necessary. In-house electrical works are completed by the Building Services Engineer who is a qualified electrician to Edition 17 standard (with inspection and testing qualification) and BSC and IOSH qualifications. The Electricity at Work Regulations 1989 and general good safe working practices are followed.

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Appendix 3 – Utilities (Electrical Safety)

- When electrical works are carried out by outside contractors, they must be completed to the most up to date edition of IEE wiring regulations (currently 17th Edition of IEE Regs (BS7671) 2008 amended in 2011). Contactors are secured for all major installations and projects.

- When working on live equipment or testing live equipment, only trained, experienced and competent persons with the relevant test equipment and appropriate tools must be used, and must always be completed with two competent persons present. Working on live equipment should never be authorised unless there is no alternative.

Produced 07/08/13 ***Reviewed: 29/05/14, 31/03/15, 08/11/16 and 20/02/17***

REIGATE GRAMMAR SCHOOL

Appendix 4
Workstation / Display Screen Equipment (DSE) Procedures

The DSE Regulations require all employers to perform a suitable and sufficient analysis of workstations used by '*users*', to assess the health and safety risks to which 'users' are exposed. Assessments must be reviewed by employers if there has been a '*significant change*' in the matters to which it relates, or if the employer suspects that it is no longer valid. The employer is required to reduce any risks identified to the lowest extent which is reasonably practicable.

Definitions:

- **'User' –** an employee who habitually uses DSE as a significant part of his/her work. At Reigate Grammar School this is all administration staff, support department managers and supervisors and members of the SLT.

- '**Significant change'** includes a major change in software used, the hardware, furniture, increased time spent using the DSE, increase in task requirement such as speed or accuracy, relocation of the workstation and modification to the lighting.

- **'DSE' –** Display Screen Equipment – any alphanumeric or graphic display screen, regardless of the display process involved including screens showing mainly for TV or film pictures but not portable systems i.e. laptops that are **not** in prolonged use.

- **'Workstation' –** The immediate work environment around the DSE, including all accessories, desk, chair, keyboard etc.

Workstation set-up

The regulations require that all workstations used by users must meet the requirements of the '*schedule*' to the regulations. The '*schedule*' to the regulations lists minimum requirements for workstations that cover the entire workstation and surrounding environment. Reigate Grammar School will ensure that the standard workstation provided to all users meets the minimum requirements set out in the schedule of the DSE Regulations.

Completion of assessments

New joiners
All new 'users' are visited by an assessor to complete a workstation assessment when they join. They are informed of this during their induction training. During the assessment the assessor provides training on the correct set up of the workstation and advice on the surrounding environment.

'Users' who move desks
All 'users' who move desks are reassessed by an assessor.

'Users' who report discomfort
'Users' who report any discomfort to the HR Manager will have their workstation assessment reviewed. Subsequent actions will be followed up by the HR Manager. If you experience discomfort speak to your Line Manager who will speak to the HR Manager.

'Users' who are issued with new workstation equipment
If a 'user' receives new workstation equipment, that is different from their original equipment, they are required to complete a new workstation assessment and will be reassessed.

Appendix 4
Workstation / Display Screen Equipment (DSE) Procedures

Eye and Eyesight Tests

Users are entitled to a free eye and eye sight test users must see the HR Manager for further details.

Training

The regulations require the user's employer to provide adequate health and safety training in the use of any workstation he/she may be required to work on. The employer must provide users with information about risk assessments and control measures concerning health and safety aspects of their workstation.

Such information is provided to users of DSE equipment when the assessment is carried out. Each 'user' will receive the following HSE information 'Working with display screen equipment (DSE)'.

The form provided in this document is the workstation assessment form that is used.

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Appendix 4
Workstation / Display Screen Equipment (DSE) Procedures

Workstation Assessment

Employee's name:		**Assessment date:**	
Assessor's name		**Workstation location**	
Job title/description of work tasks:			

On a typical day how much time do you spend working on the VDU?	Less than 1 hour	1 – 4 hours	More than 4 hours
When using the VDU, how often do you spend one hour or more working continuously?	Daily	Weekly	Rarely

On the basis of this information the user is a (circle one of the following):

Definite user	**Possible** user	**Not** a user
Daily intensive periods of unavoidable use lasting for greater than one hour.	Use is not regular but can be prolonged and intensive. User has some discretion.	Intermittent or casual use. User has considerable discretion over the task and work organisation.

Remedial actions must be taken <u>in order of priority</u> not on the basis of ease of completion or lowest cost.

The Chair

Question	**Y**	**N**	**Comment**	**Action**	**Completion date**
Is the seat cushion adjustable for height?					
Is the seat back adjustable for height and tilt?					
Does the seat have a five star castor base?					
Can the user operate all of the seat controls and adjusters?					
Has the user demonstrated to you that all of the controls and adjusters work?					

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Appendix 4
Workstation / Display Screen Equipment (DSE) Procedures

The Desk

Question	**Y**	**N**	**Comment**	**Action**	**Completion date**
Is the desk large enough to accommodate all of the equipment and essential items required by the task?					
Is the area underneath the desk free of all obstructions that could compromise posture?					
Is there sufficient space to adopt different postures and vary movements?					
Is the desk surface free from excessive glare?					
Is the desk stable and in good condition?					

The Keyboard

Question	**Y**	**N**	**Comment**	**Action**	**Completion date**
Is the keyboard separate from the screen?					
Does the keyboard have a tilt facility?					
Is there adequate space in front of the keyboard to rest the hands and wrists?					
Are the characters/symbols on the keyboard easy to use?					
Do all the Keys work satisfactorily?					
Is the keyboard surface free from excessive glare?					
Are all the keys /function keys well set out relative to the task and frequency of use?					

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Appendix 4
Workstation / Display Screen Equipment (DSE) Procedures
THE SOFTWARE

Question	**Y**	**N**	**Comment**	**Action**	**Completion date**
Is the software provided, suitable for the task?					
Is the software easy to use?					
Does the system provide appropriate feedback so that it is always possible to know what is happening?					
Does the system respond at the appropriate speed?					

THE SCREEN

Question	**Y**	**N**	**Comment**	**Action**	**Completion date**
Is the screen clean?					
Does the screen have a swivel and tilt facility?					
Is the screen positioned correctly in terms of the: - distance from the user - the users eye height - the angle of the screen					
Do the characters on the screen appear to be - well defined - clearly formed - adequately sized - adequately spaced					
Is the screen free from excessive glare and reflections as seen from the normal seated position?					
Is there any screen flicker?					

Appendix 4
Workstation / Display Screen Equipment (DSE) Procedures

Can the screen's brightness be adjusted?					
Can the screen's contrast be adjusted?					

The Environment

Question	**Y**	**N**	**Comment**	**Action**	**Completion date**
Is the lighting level satisfactory?					
Are wall surfaces designed to minimise reflections from falling upon workstations?					
Have other fixtures and fittings been positioned to avoid reflections upon the workstation?					
Have adjustable window blinds been fitted?					
Is the level of ventilation adequate?					
Is the level of heating adequate?					
Is the level of humidity adequate?					
Is it possible to hold a normal conversation without having to raise your voice					
Is the position of the workstation relative to any windows satisfactory?					

Additional Points

Question	**Y**	**N**	**Comment**	**Action**	**Completion date**
Has a document holder been provided?					
If no, would the user benefit from one?					
Are there blinds at the windows?					
If no, would the user benefit from blinds?					
Is there a task light available?					
If no, would the user benefit from one?					
Has a footrest been made available?					
If no would the user benefit from one?					

REIGATE GRAMMAR SCHOOL

Appendix 4
Workstation / Display Screen Equipment (DSE) Procedures
Related Health and Safety Issues

Question	**Y**	**N**	**Comment**	**Action**	**Completion date**
Has the job been designed to incorporate off-screen activities within the working day?					
Are there adequate opportunities for regular breaks from using DSE?					
Have steps been taken to minimise repetitive or boring tasks, such as data entry?					
Have the views of the operator been taken into account when deciding upon job design?					
Has training been given on the risks arising from the use of DSE?					
Has training been given on how to adjust furniture and equipment (contrast etc.)?					

Notes/Sketch of Workstation (if needed)

How is the workstation used?

- Does the operator look uncomfortable/out of balance?
- Does the operator lean from his/her chair to lift (objects) from the floor?
- Does the operator twist to perform any work function, or to speak to colleagues?
- Does the operator take the need for breaks seriously, and take regular breaks
- Does the operator have space to use the mouse effectively?
- Does the operator have to stretch, or lean to pick up the telephone?
- Is the operator under consistently high pressure in his or her work?
- Does the operator have difficulty in focusing on the screen?

REIGATE GRAMMAR SCHOOL

Appendix 4
Workstation / Display Screen Equipment (DSE) Procedures

Ask the operator

- If he/she is comfortable when working at the station?
- If he/she has any existing (long standing) back problem and/or musculoskeletal problem?
- If he/she is under medical care for postural problems/back pain etc?
- If he/she requires an eye test for DSE use or Y/N
- When last he/she had eye test for DSE use ……

Use this space to record your/their observations:

REIGATE GRAMMAR SCHOOL

Appendix 5 - Hazardous Substances (COSHH) – General guidance on the use of

Hazardous substances can include: liquids, powders, fumes, solids, gases, vapours, dusts and living organisms. They can be: toxic, irritant, explosive, reactive, allergenic, corrosive, flammable, infective and carcinogenic. Routes of contamination can be: inhalation, ingestion, absorption and direct entry.

Hazard warning symbols:

Explosives

Flammable

Oxidising

Gases under pressure

Corrosive

Toxic

REIGATE GRAMMAR SCHOOL

Appendix 5 - Hazardous Substances (COSHH) – General guidance on the use of

Harmful/irritant skin sensitiser

Carcinogen/germ cell mutagen/ reproductive toxin

Hazardous to the aquatic environment

Responsibilities

All Heads of Department are to:

1. Compile a register of all hazardous substances used in their areas of responsibility.
2. Obtain the material safety data sheet for each substance, and ensure that the most up to date copy is always available (in DT, Food Tech and Science this may be CLEEAPS information)
3. Complete a COSHH risk assessment in accordance with the risk assessment policy and procedures, but using the specific template provided within this document.
4. Communicate the findings of the risk assessment to relevant staff, to advise staff of the hazards.
5. Ensure all safety control measures are followed for the use of the relevant hazardous substances.
6. Review the COSHH risk assessments annually or sooner if a need arises (see risk assessment policy).
7. Bring COSHH assessment reviews in line with the annual review of other school risk assessments.

Appendix 5 - Hazardous Substances (COSHH) – General guidance on the use of

COSHH based on assessment

"No employer to carry out work liable to expose any employee to any substance hazardous to health unless a suitable and sufficient assessment has been made of the health risk and required control measures".
(Regulation 6 COSHH Regulations 1999)

COSHH Assessment

COSHH assessments must be undertaken **before** a substance is used and should include,

(I) An assessment of the risks to health;

(ii) Consideration of the practicability of preventing exposure to hazardous substances;

(iii) The steps necessary to achieve adequate control of exposure;

(iv) Identification of actions needed to comply with regulations concerning,

- the use of control measures
- maintenance, examination & test of control measures
- monitoring of exposure
- health surveillance
- information, instruction, and training

(v) The measures necessary to ensure safe storage, monitoring of use and disposal of both used and unwanted substances.

An assessment of the risks should take into account:

(i) The type of substance, including biological agents to which staff and pupils are liable to be exposed;

(ii) What effect these substances have on the body;

(iii) Where the substances are likely to be present and in what form;

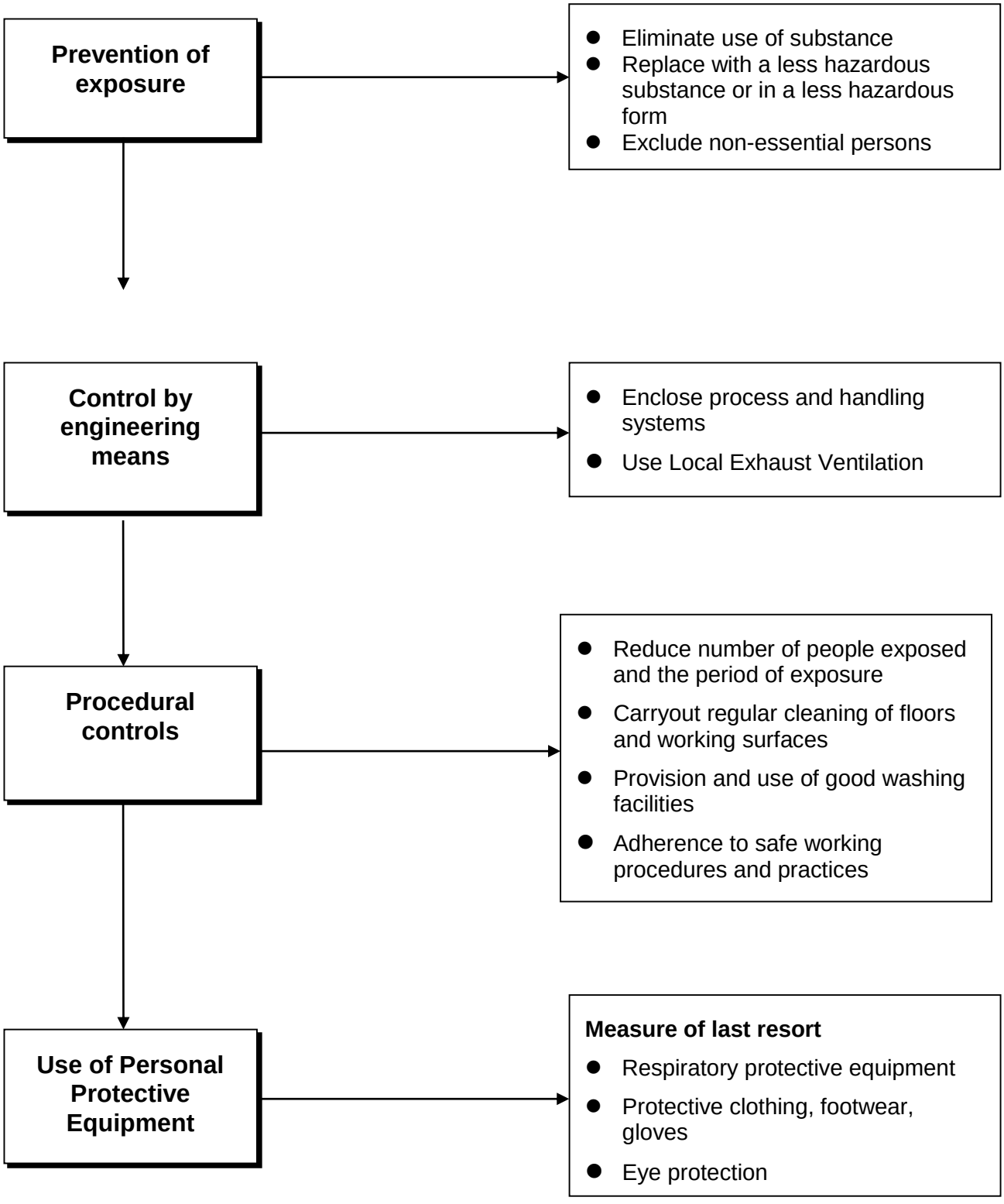
(iv) The extent of likely exposure including any foreseeable deterioration or failure in the control measures adopted;

(v) An estimate of exposure taking account of existing control measures including engineering controls and systems of work

(vi) Comparison of estimated exposure levels with published standards.

Appendix 5 - Hazardous Substances (COSHH) – General guidance on the use of

Prevention or Control of Exposure



REIGATE GRAMMAR SCHOOL

Appendix 5 - Hazardous Substances (COSHH) – General guidance on the use of

COSHH Risk Assessment

Substance		**MSDS**	
Department		**Number**	
Assessment Date		**Carried out by**	
Supplier Name			
Address			

Step 1 - What are the hazards?									
									

In what forms can the substance be found? Rate 1,2,3,4 etc									
Solid	**Powder**	**Dust**	**Paste**	**Gel**	**Liquid**	**Spray**	**Gas**	**Fume**	**Vapour**

Where is the substance stored? Provide exact location.

How will the substance be used?

Where will the substance be used?

Step 2 – Who are at risk?				
Employees	**Pupils**	**Visitors**	**Contractors**	**Public**

Who will use the substance?				
Employees	**Pupils**	**Visitors**	**Contractors**	**Public**

REIGATE GRAMMAR SCHOOL

Appendix 5 - Hazardous Substances (COSHH) – General guidance on the use of

Step 3.1 – What is the likelihood of the risk?	
What is the severity of injury?	**What is the likelihood?**

Fatality	Major	Moderate	Minor	Insignificant	Almost certain	Very likely	Possible	Unlikely	Rare
5	4	3	2	1	5	4	3	2	1

Severity score multiplied by likelihood score = risk rating
Risk rating =

Step 3.2 – Control measures								
What Personal Protective Equipment must be used?								
								
What Safe Conditions will be required?								
							
							

Environmental Measures	
Spillage	
Disposal	

REIGATE GRAMMAR SCHOOL

Appendix 5 - Hazardous Substances (COSHH) – General guidance on the use of

First Aid Measures	
Eye contact	
Skin contact	
Ingestion	
Inhalation	
Nearest A&E	
Step 4 – Record and Implementation	
Procedure to use substance safely	

Step 5 - Review			
Review Date		**Reviewed by**	
Review Date		**Reviewed by**	
Review Date		**Reviewed by**	

REIGATE GRAMMAR SCHOOL

Appendix 6 – Workplace Health and Safety

Workplace Health and Safety

Maintenance

The workplace, the equipment and any devices must be maintained in an efficient state, in efficient working order and in good repair. This requires the operation of a suitable system of planned maintenance particularly where the failure of an item or device would result in danger or which was likely to result in a failure to comply with any of the Regulations concerned.

The system of maintenance should be based upon an adequate assessment of the risks and must be documented by the keeping of suitable records relating to the scheme in operation, the results of any tests or assessments undertaken, and a record of any repairs etc carried out.

Ventilation

Effective and suitable methods of ventilation must maintain a wholesome atmosphere in all indoor areas where persons are at work. Effective ventilation should ensure the introduction and circulation of fresh or purified air to the workplace and the removal of stale, contaminated or hot air in a manner that does not cause discomfort.

As a general guide the fresh air supply rate should not fall below 3 litres per second per person. However for areas where contamination is present such as dust or fumes then higher rates of extraction may be required in order to control a hazardous substance.

Temperature

The temperature in any workroom should be maintained to provide reasonable comfort without the need for special clothing. The temperature in classrooms where there is a normal level of physical activity should be minimum 16°c. In areas where there is a higher than normal physical activity, e.g. in sports halls, washrooms and general circulation spaces, the temperature should be at least 16°c. The temperature in first aid rooms and rest facilities should be at least 21°c.

The Facilities Manager will organise for temperature testing, from correctly calibrated equipment, to be taken should temperature readings be needed.

Lighting

Suitable and sufficient lighting must be provided and maintained throughout the workplace including outside were necessary. The requirements with regard to specific use, special group needs and emergency provisions must be taken into account when deciding upon the level of lighting.

As far as possible lighting should be provided by natural means. Where adequate natural light can be provided it must be maintained by adequate window cleaning schemes and controlled by shading if necessary.

Cleanliness and Waste Materials

The surfaces of floors, walls and ceilings of all workplaces inside buildings must be maintained in a clean condition free from contamination and other harmful substances, and in good decorative order**.**

Furniture and fittings must be maintained in a clean and serviceable condition.
Waste materials must not be allowed to accumulate in the workplace except in suitable containers.

The standards applied here should reflect the nature of the environment but should not in any way prejudice the health, safety or welfare of those affected. Due regard must also be given to those areas where hygiene standards need particular attention, e.g. kitchens, food storage, cold rooms, toilets, first aid areas and waste collection points.

Appendix 6 – Workplace Health and Safety

Space Requirements

Every non-teaching room where persons work must have sufficient floor area, height and unoccupied space for the purposes of health, safety and welfare. Each person should, having regard to their work, have sufficient free floor space and height to allow movement which is safe and without risk to their health, safety and welfare.

Teaching areas such as classrooms, workshops and laboratories are covered by guidance issued by statutory bodies such as the D*f*ES for example and regard needs to have the appropriate guidelines.

Workstations and Seating

Every workstation must be designed to allow any person who works there, adequate freedom of movement, the ability to stand upright, to reach and, where necessary, lift materials and operate machinery without risk to their own health and safety or that of others. Particular regard should be given to emergency egress and the prevention of slips and falls.

Condition of Floors and Traffic Routes

All floors, stairways, passageways, gangways and access routes must be properly constructed and maintained. Floors should be free of tripping hazards, and provide a secure foothold.

A secure and substantial handrail should be provided and maintained on at least one side of every staircase. Handrails should be provided on both sides if the stairs are heavily used, are more than one metre wide, have narrow treads or uneven risers.

Effective measures should be available to deal with holes, bumps or uneven surfaces resulting from damage or wear and tear, which may cause a person to trip or fall. Such measures should include a prescribed course of action in the event that immediate repairs are not possible, e.g., the provision of barriers or conspicuous markings etc.

Prevention of Falls and Falling Objects

Physical safeguards must be used to prevent falls of persons or objects from heights or from persons being struck by falling objects both inside and outside the premises. Where such safeguards are not practicable then 'danger areas' should be designated with restricted access, those authorised to enter should be both protected and adequately instructed.

Where there is a risk of a person falling 2 metres or more, or a risk of injury to people caused by falling objects, effective fencing should be provided and maintained. This must take into account both the nature of the risk and the type of person requiring the protection, e.g. children, and the disabled or handicapped, and any vehicles and materials that might be involved. The fencing itself should not present additional risk.

Changes of level, such as a step or slope between floors, which is not obvious, should be marked to make it conspicuous. Consideration should be given to the visual capability of those affected, the adequacy of the available lighting, both natural and artificial, and any foreseeable emergency conditions.

Materials and objects should be stored and stacked in such a way that they are not likely to fall and cause injury. Racking should be of adequate strength and stability having regard to the loads, both imposed and applied, including the effects which vehicles and weather may have.

REIGATE GRAMMAR SCHOOL

Appendix 6 – Workplace Health and Safety

Glazing: Windows, Doors, Gates and Walls

Every window or other transparent or translucent surface in a wall or partition, door or gate must be of a safety material or otherwise protected against breakage and be appropriately marked to make it apparent under the following conditions;

(a) Where any part of the glazing material is at or below shoulder level in the case of doors and gates;

(b) Where any part of the glazing material is at or below waist level in the case of windows, walls and partitions.

Glazing: Windows, Skylights and Ventilators

Windows, skylights and other means of ventilation must be usable without risk to health or safety. This will require the provision of suitable devices, where necessary, to allow anyone to open or close them safely.

The open window or ventilator must not project into areas where people may collide with them.

Provision must be made for the routine cleaning and maintenance requirements of all windows, skylights and ventilators which will allow them to be serviced from a position of safety from either, inside the building, from ground level outside or with the aid of suitable equipment.

Traffic Routes

The layout, construction and operation of all workplace traffic routes must be safe. Traffic routes include any footpath, gangway, passageway, stairs, etc, intended for use by pedestrians, or roadways for use by either vehicles or pedestrians or both.

The main points for consideration with regard to any traffic route are:

a) Persons working next to a traffic route must not be placed in a position of danger

b) There must be provided adequate space and effective separation between pedestrians, routes, access points and gates or doors where vehicles operate

c) Where pedestrians and vehicles use the same traffic route there should be sufficient separation between them

d) All traffic routes should be adequately identified where necessary for health and safety

Any safe system of work should to take into account the needs of the disabled, visually impaired and others who may have difficulty understanding conventional signage**.**

Contractors and visitors must be advised of any special arrangements that are necessary to maintain the safety of all traffic routes and to protect the persons using the workplace.

Doors and Gates

All doors, and gates within, or giving access to, the workplace must be safely constructed, properly maintained and fitted with adequate safety devices to prevent injury.

Appropriate consideration should be given to the needs of the disabled when designing or refurbishing a workplace.

Where power operated mechanisms are used these must not prevent manual operation in the event of a power failure or other emergency.

REIGATE GRAMMAR SCHOOL

Appendix 6 – Workplace Health and Safety

Sanitary and Washing Facilities

Suitable and sufficient sanitary and washing facilities must be provided for the use of all persons who work at or from the workplace. They should be designed to allow use with reasonable ease by all persons, including those with disabilities, and maintained in a clean and hygienic condition.

Guidance on the appropriate number of sanitary facilities and changing accommodation for schools is given in Regulations 3 and 4 of the Education (School Premises) Regulations 1996.

REIGATE GRAMMAR SCHOOL

Appendix 7 – Manual Handling Operations

Manual Handling is 'the transporting or supporting of any item or object, including any person or animal, by hand or bodily force'. It includes lifting, lowering pushing, pulling and carrying.

At Reigate Grammar School manual handling tasks are carried out across the school and therefore the following safety procedures must be implemented and adhered to by Heads of Department, they must:

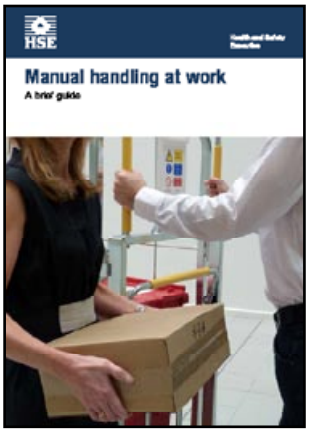
- Identify what manual handling tasks are required to be carried out in their department.
- Ensure that relevant risk assessments are completed to assess the risks from manual handling and ensure necessary safety control measures are in place. Refer to the Risk Assessment Policy.
- Follow the hierarchy of control measures with regard to manual handling; avoid manual handling where possible, reduce the likelihood of injury occurring and implement safety control measures identified by risk assessments.
- Ensure that any manual handling aids, i.e. trolleys are regularly inspected to ensure they are in good working order.
- Ensure that relevant staff attend manual handling training and refresher training.
- (For academic staff) ensure that any pupils undertaking manual handling have the same procedures implemented as for staff.

The following HSE Guidance 'Manual handling at work' provides all guidance that should be adhered to:

www.hse.gov.uk/pubns/indg143.pdf

Manual handling at work

A brief guide



This is a web-friendly version of leaflet INDG143(rev3), published 11/12

Introduction

This leaflet describes what you, as an employer, may need to do to protect your employees from the risk of injury through manual handling tasks in the workplace. It will also be useful to employees and their representatives.

The Manual Handling Operations Regulations 1992, as amended in 2002 ('the Regulations') apply to a wide range of manual handling activities, including lifting, lowering, pushing, pulling or carrying. The load may be either animate, such as a person or an animal, or inanimate, such as a box or a trolley.

What's the problem?

Incorrect manual handling is one of the most common causes of injury at work. It causes work-related musculoskeletal disorders (MSDs) which account for over a third of all workplace injuries. (For the latest statistics, visit the HSE web page, www.hse.gov.uk/statistics/causdis/musculoskeletal/index.htm.)

Manual handling injuries can happen anywhere people are at work – on farms and building sites, in factories, offices, warehouses, hospitals, banks, laboratories, and while making deliveries. Heavy manual labour, awkward postures, manual materials handling, and previous or existing injury are all risk factors in developing MSDs. There is more information and advice on MSDs on the HSE website, including advice on managing back pain at work.

Taking the action described here will help prevent these injuries and is likely to be cost effective. But you can't prevent all MSDs, so it is still essential to encourage early reporting of symptoms.

What should I do about it?

Consider the risks from manual handling to the health and safety of your employees – this guidance will help you to do this. If there are risks, the Regulations apply.

Consult and involve the workforce. Your employees and their representatives know first hand what the risks in the workplace are. They can probably offer practical solutions to controlling them.

The Regulations require employers to:

- **avoid** the need for hazardous manual handling, so far as is reasonably practicable;
- **assess** the risk of injury from any hazardous manual handling that can't be avoided; and
- **reduce** the risk of injury from hazardous manual handling, so far as is reasonably practicable.

These points are explained in detail under ‘Avoiding manual handling’ and ‘Assessing and reducing the risk of injury’.

Employees have duties too. They should:

- follow systems of work in place for their safety;
- use equipment provided for their safety properly;
- cooperate with their employer on health and safety matters;
- inform their employer if they identify hazardous handling activities;
- take care to make sure their activities do not put others at risk.

Avoiding manual handling

Check whether you need to move it at all

For example:

- Does a large workpiece really need to be moved, or can the activity (eg wrapping or machining) be done safely where the item already is?
- Can raw materials be delivered directly to their point of use?

Consider automation, particularly for new processes

Think about mechanisation and using handling aids. For example:

- a conveyor;
- a pallet truck;
- an electric or hand-powered hoist;
- a lift truck.

But **beware of new hazards** from automation or mechanisation.

For example:

- automated plant still needs cleaning, maintenance etc;
- lift trucks must be suited to the work and have properly trained operators.

Controlling the risks

As part of managing the health and safety of your business, you must control the risks in your workplace. To do this you need to think about what might cause harm to people and decide whether you are doing enough to prevent harm. This process is known as a risk assessment and it is something you are required by law to carry out.

A risk assessment is about identifying and taking sensible and proportionate measures to control the risks in your workplace, not about creating huge amounts of paperwork. You are probably already taking steps to protect your employees, but your risk assessment will help you decide whether you should be doing more.

Think about how accidents and ill health could happen and concentrate on real risks – those that are most likely and which will cause the most harm. The following might help:

- Think about your workplace activities, processes and the substances used that could injure your employees or harm their health.

- Ask your employees what they think the hazards are, as they may notice things that are not obvious to you and may have some good ideas on how to control the risks.
- Check manufacturers' instructions or data sheets for chemicals and equipment, as they can be very helpful in spelling out the hazards.
- Some workers may have particular requirements, for example new and young workers, migrant workers, new or expectant mothers, people with disabilities, temporary workers, contractors, homeworkers and lone workers may be at particular risk.

Having identified the hazards, you then have to decide how likely it is that harm will occur. Risk is a part of everyday life and you are not expected to eliminate all risks. What you must do is make sure you know about the main risks and the things you need to do to manage them responsibly. Generally, you need to do everything reasonably practicable to protect people from harm.

Make a record of your significant findings – the hazards, how people might be harmed by them and what you have in place to control the risks. Any record produced should be simple and focused on controls. If you have fewer than five employees you do not have to write anything down. But it is useful to do this so you can review it at a later date, for example if something changes. If you have five or more employees, you are required by law to write it down.

Few workplaces stay the same, so it makes sense to review what you are doing regularly.

Table 1 Making an assessment

Problems to look for when making an assessment	**Ways of reducing the risk of injury**
The tasks, do they involve: ■ holding loads away from the body? ■ twisting, stooping or reaching upwards? ■ large vertical movement? ■ long carrying distances? ■ strenuous pushing or pulling? ■ repetitive handling? ■ insufficient rest or recovery time? ■ a work rate imposed by a process?	*Can you:* ■ use a lifting aid? ■ improve workplace layout to improve efficiency? ■ reduce the amount of twisting and stooping? ■ avoid lifting from floor level or above shoulder height, especially heavy loads? ■ reduce carrying distances? ■ avoid repetitive handling? ■ vary the work, allowing one set of muscles to rest while another is used? ■ push rather than pull?
The loads, are they: ■ heavy or bulky? ■ difficult to grasp? ■ unstable or likely to move unpredictably (like animals)? ■ harmful, eg sharp or hot? ■ awkwardly stacked? ■ too large for the handler to see over?	*Can you make the load:* ■ lighter or less bulky? ■ easier to grasp? ■ more stable? ■ evenly stacked? If the load comes in from elsewhere, have you asked the supplier to help, eg by providing handles or smaller packages?

Table 1 Making an assessment (continued)

Problems to look for when making an assessment	**Ways of reducing the risk of injury**
The working environment, are there: ■ restrictions on posture? ■ bumpy, obstructed or slippery floors? ■ variations in floor levels? ■ hot/cold/humid conditions? ■ gusts of wind or other strong air movements? ■ poor lighting conditions? ■ restrictions on movements from clothes or personal protective equipment (PPE)?	*Can you:* ■ remove obstructions to free movement? ■ provide better flooring? ■ avoid steps and steep ramps? ■ prevent extremes of hot and cold? ■ improve lighting? ■ provide protective clothing or PPE that is less restrictive? ■ ensure your employees' clothing and footwear is suitable for their work?
Individual capacity, does the job: ■ require unusual capability, eg above average strength or agility? ■ endanger those with a health problem or learning/ physical disability? ■ endanger pregnant women? ■ call for special information or training?	*Can you:* ■ pay particular attention to those who have a physical weakness? ■ take extra care of pregnant workers? ■ give your employees more information, eg about the range of tasks they are likely to face? ■ provide more training (see 'What about training?') ■ get advice from an occupational health advisor if you need to?
Handling aids and equipment: ■ is the device the correct type for the job? ■ is it well maintained? ■ are the wheels on the device suited to the floor surface? ■ do the wheels run freely? ■ is the handle height between the waist and shoulders? ■ are the handle grips in good condition and comfortable? ■ are there any brakes? If so, do they work?	*Can you:* ■ adjust the work rate? ■ provide equipment that is more suitable for the task? ■ carry out planned preventive maintenance to prevent problems? ■ change the wheels, tyres and/or flooring so that equipment moves easily? ■ provide better handles and handle grips? ■ make the brakes easier to use, reliable and effective?
Work organisation factors: ■ is the work repetitive or boring? ■ is work machine or system-paced? ■ do workers feel the demands of the work are excessive? ■ have workers little control of the work and working methods? ■ is there poor communication between managers and employees?	*Can you:* ■ change tasks to reduce the monotony? ■ make more use of workers' skills? ■ make workloads and deadlines more achievable? ■ encourage good communication and teamwork? ■ involve workers in decisions? ■ provide better training and information?

How far must I reduce the risk?
To the balancing the level 'reasonably practicable'. This means balancing the level of risk against the measures needed to control the risk in terms of money, time and trouble.

Do I have to provide mechanical aids in every case?
You should definitely provide mechanical aids if it is reasonably practicable to do so and the risks identified in your risk assessment can be reduced or eliminated by this means. But you should consider mechanical aids in other situations as well – they can improve productivity as well as safety. Even something as simple as a sack truck can make a big improvement.

What about training?

Training is important but remember that, on its own, it can't overcome:

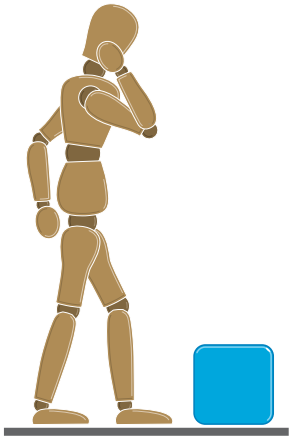
- a lack of mechanical aids;
- unsuitable loads;
- bad working conditions.

Training should cover:

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

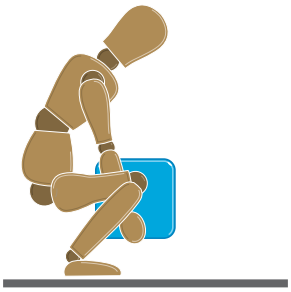
Good handling technique for lifting

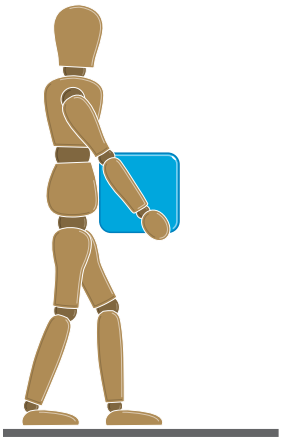
Here are some practical tips, suitable for use in training people in safe manual handling.



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

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



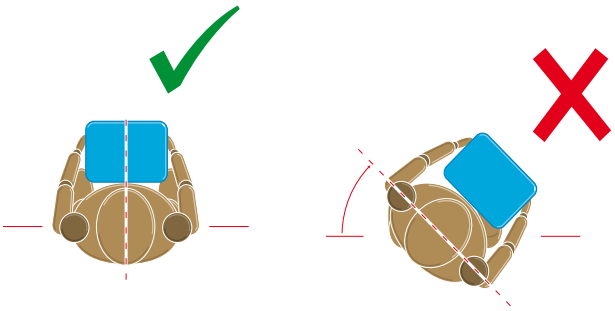


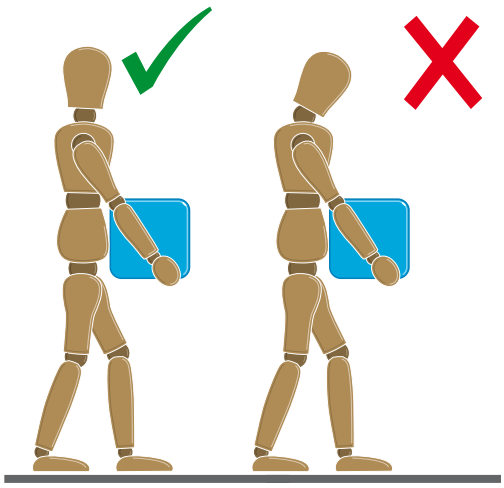
Get a good hold. Where possible, the load should be hugged as close as possible to the body. This may be better than gripping it tightly with hands only.

Start in a good posture. At the start of the lift, slight bending of the back, hips and knees is preferable to fully flexing the back (stooping) or fully flexing the hips and knees (squatting).

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

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



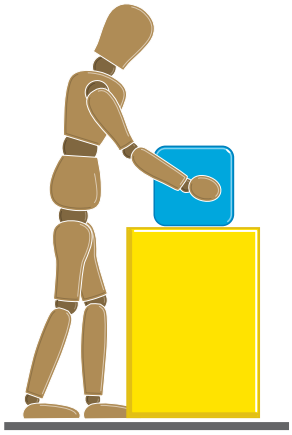


Avoid twisting the back or leaning sideways, especially while the back is bent. Shoulders should be kept level and facing in the same direction as the hips. Turning by moving the feet is better than twisting and lifting at the same time.

Keep the head up when handling. Look ahead, not down at the load, once it has been held securely.

Move smoothly. The load should not be jerked or snatched as this can make it harder to keep control and can increase the risk of injury.

Don't lift or handle more than can be easily managed. There is a difference between what people can lift and what they can safely lift. If in doubt, seek advice or get help.



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

Good handling technique for pushing and pulling

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

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

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

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

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

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

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

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

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

General risk assessment guidelines

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

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

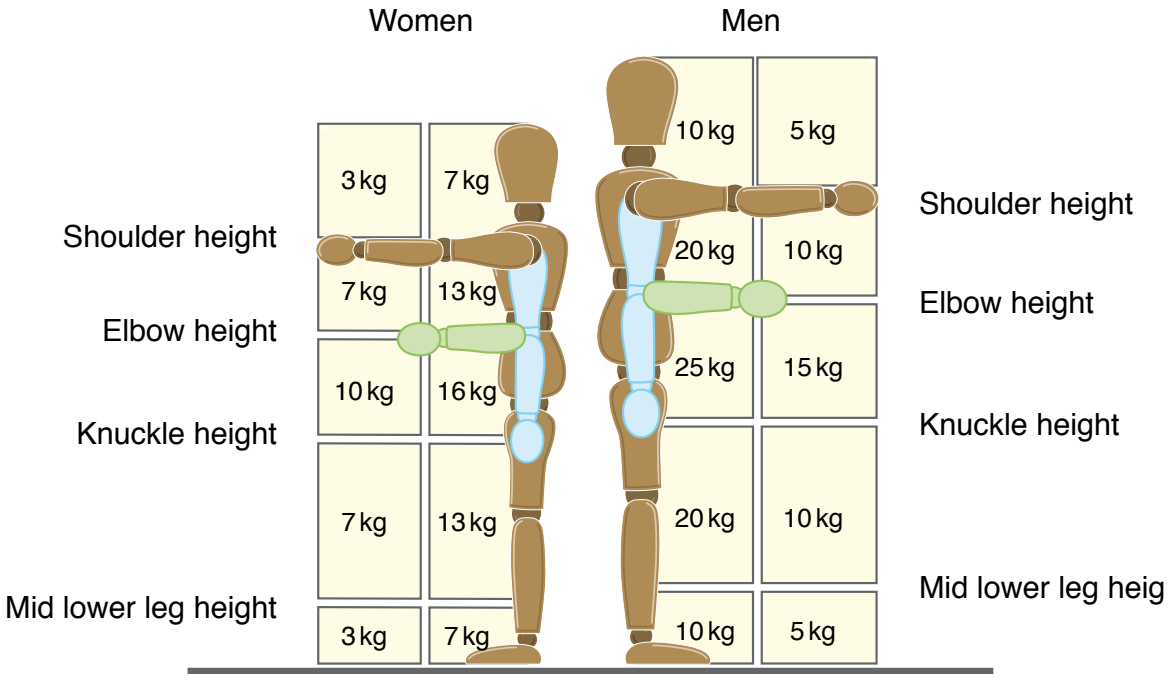


Figure 1 Lifting and lowering

Twisting

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

Frequent lifting and lowering

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

Pushing and pulling

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

Table 2

	Men	Women
Force to stop or start the load	20 kg	15 kg
Sustained force to keep the load in motion	10 kg	7 kg

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

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

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

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

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

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

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

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

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

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

Further reading

HSE's website on musculoskeletal disorders: www.hse.gov.uk/msd

Manual handling. Manual Handling Operations Regulations 1992 (as amended). Guidance on Regulations L23 (Third edition) HSE Books 2004
ISBN 978 0 7176 2823 0 www.hse.gov.uk/pubns/books/l23.htm

This book gives comprehensive guidance, including:

- the full text of the Manual Handling Operations Regulations 1992 (as amended in 2002) with detailed advice on each regulation;
- guidelines for assessing risk while lifting, carrying, pushing and pulling, and handling while seated;
- practical advice on measures to reduce the risk of injury; and
- an example of an assessment checklist.

Manual handling: Solutions you can handle HSG115 HSE Books 1994
ISBN 978 0 7176 0693 1 www.hse.gov.uk/pubns/books/hsg115.htm

Getting to grips with hoisting people Health Services Information Sheet HSIS3
HSE Books 2011 www.hse.gov.uk/pubns/hsis3.pdf

More guidance on risk assessment can be found at www.hse.gov.uk/risk.

Further information

For information about health and safety, or to report inconsistencies or inaccuracies in this guidance, visit www.hse.gov.uk/. You can view HSE guidance online and order priced publications from the website. HSE priced publications are also available from bookshops.

This guidance is issued by the Health and Safety Executive. Following the guidance is not compulsory, unless specifically stated, and you are free to take other action. But if you do follow the guidance you will normally be doing enough to comply with the law. Health and safety inspectors seek to secure compliance with the law and may refer to this guidance.

This leaflet can be found at www.hse.gov.uk/pubns/indg143.htm.

REIGATE GRAMMAR SCHOOL

Appendix 8 – Safe Use of Ladders and Stepladders

At Reigate Grammar School ladders may only be used:

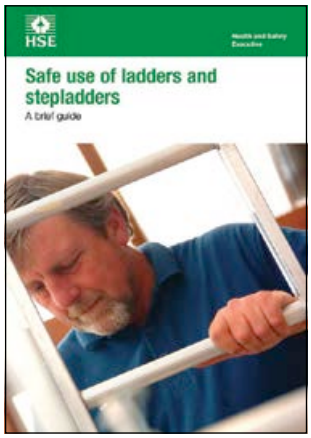
- Where through the findings of a risk assessment a ladder or stepladder has been deemed as the most suitable type of access equipment.
- By nominated staff who have been trained in the safe use of ladders and stepladders.
- When the ladder is registered on the relevant department ladder register and has undergone a formal regular inspection.

All staff using ladders must do so in accordance with the following HSE guidance 'Safe use of ladders and stepladders':

http://www.hse.gov.uk/pubns/indg455.pdf

Safe use of ladders and stepladders

A brief guide



This is a web-friendly version of leaflet INDG455, published 01/14

Ladders and stepladders are not banned under health and safety law.

In fact they can be a sensible and practical option for low-risk, short-duration tasks.

Introduction

This guidance is for employers on the simple, sensible precautions they should take to keep people safe when using ladders and stepladders in the workplace. This will also be useful for employees and their representatives.

Following this guidance is normally enough to comply with the Work at Height Regulations 2005 (WAHR). You are free to take other action, except where the guidance says you must do something specific.

Ladders and stepladders are not banned under health and safety law.

In fact they can be a sensible and practical option for low-risk, short-duration tasks, although they may not automatically be your first choice. Make sure you use the right type of ladder and you know how to use it safely.

The law calls for a sensible, proportionate approach to managing risk, and further guidance on what you should do before deciding if a ladder is the right type of equipment for a particular task is provided in *Working at height: A brief guide* (see 'Further reading').

References to ladders in this leaflet, unless otherwise indicated, refer to leaning ladders (sometimes known as extension ladders) and stepladders and the guidance applies similarly to both. More specific requirements that only apply to a leaning ladder or a stepladder are covered in detail under the relevant headings.

When is a ladder the most suitable equipment?

The law says that ladders can be used for work at height when a risk assessment has shown that using equipment offering a higher level of fall protection is not justified because of the low risk and short duration of use; or there are existing workplace features which cannot be altered.

Short duration is not the deciding factor in establishing whether use of a ladder is acceptable or not – you should have first considered the risk. As a guide, if your task would require staying up a leaning ladder or stepladder for more than 30 minutes at a time, it is recommended that you consider alternative equipment.

You should only use ladders in situations where they can be used safely, eg where the ladder will be level and stable, and where it is reasonably practicable to do so, the ladder can be secured.

Who can use a ladder at work?

To use a ladder you need to be competent, ie have had instruction and understand how to use the equipment safely.

Appropriate training can help. If you are being trained, you should work under the supervision of somebody who can perform the task competently. Training can often take place on the job.

Check your ladder before you use it

Before starting a task, you should always carry out a 'pre-use' check to spot any obvious visual defects to make sure the ladder is safe to use.

A pre-use check should be carried out:

- by the user;
- at the beginning of the working day;
- after something has changed, eg a ladder has been dropped or moved from a dirty area to a clean area (check the state or condition of the feet).

Check the stiles – make sure they are not bent or damaged, as the ladder could buckle or collapse.

Check the feet – if they are missing, worn or damaged the ladder could slip. Also check ladder feet when moving from soft/dirty ground (eg dug soil, loose sand/ stone, a dirty workshop) to a smooth, solid surface (eg paving slabs), to make sure the foot material and not the dirt (eg soil, chippings or embedded stones) is making contact with the ground.

Check the rungs – if they are bent, worn, missing or loose the ladder could fail.

Check any locking mechanisms – if they are bent or the fixings are worn or damaged the ladder could collapse. Ensure any locking bars are engaged.

Check the stepladder platform – if it is split or buckled the ladder could become unstable or collapse.

Check the steps or treads on stepladders – if they are contaminated they could be slippery; if the fixings are loose on steps, they could collapse.

If you spot any of the above defects, don't use the ladder and notify your employer.

Use your ladder safely

Once you have done your 'pre-use' check, there are simple precautions that can minimise the risk of a fall.

Leaning ladders

When using a leaning ladder to carry out a task:

- only carry light materials and tools – read the manufacturers' labels on the ladder and assess the risks;
- don't overreach – make sure your belt buckle (navel) stays within the stiles;
- make sure it is long enough or high enough for the task;

- don't overload it – consider workers' weight and the equipment or materials they are carrying before working at height. Check the pictogram or label on the ladder for information;
- make sure the ladder angle is at 75° – you should use the 1 in 4 rule (ie 1 unit out for every 4 units up) – see Figure 1;
- always grip the ladder and face the ladder rungs while climbing or descending – don't slide down the stiles;
- don't try to move or extend ladders while standing on the rungs;
- don't work off the top three rungs, and try to make sure the ladder extends at least 1 m (three rungs) above where you are working;
- don't stand ladders on moveable objects, such as pallets, bricks, lift trucks, tower scaffolds, excavator buckets, vans, or mobile elevating work platforms;
- avoid holding items when climbing (consider using a tool belt);
- don't work within 6 m horizontally of any overhead power line, unless it has been made dead or it is protected with insulation. Use a non-conductive ladder (eg fibreglass or timber) for any electrical work;
- maintain three points of contact when climbing (this means a hand and two feet) and wherever possible at the work position – see Figures 2 and 3;
- where you cannot maintain a handhold, other than for a brief period (eg to hold a nail while starting to knock it in, starting a screw etc), you will need to take other measures to prevent a fall or reduce the consequences if one happened;
- for a leaning ladder, you should secure it (eg by tying the ladder to prevent it from slipping either outwards or sideways) and have a strong upper resting point, ie do not rest a ladder against weak upper surfaces (eg glazing or plastic gutters – see Figure 4);
- you could also use an effective stability device.

✔ **Figure 1** Ladder showing the correct 1 in 4 angle (means of securing omitted for clarity)

✔ **Figure 2** Correct – user maintaining three points of contact (means of securing omitted for clarity)

✘ **Figure 3** Incorrect – overreaching and not maintaining three points of contact (means of securing omitted for clarity)

✔ **Figure 4** Correct – use of a stand-off device to ensure a strong resting point. Do not rest a ladder against weak upper surfaces such as glazing or plastic gutters. Follow the manufacturer's instructions

✔ **Figure 5** Example where two hands need to be free for a brief period for light work. Keep two feet on the same step and the body (knees or chest) supported by the stepladder to maintain three points of contact. Make sure a safe handhold is available

Stepladders

When using a stepladder to carry out a task:

- check all four stepladder feet are in contact with the ground and the steps are level;
- only carry light materials and tools;
- don't overreach;
- don't stand and work on the top three steps (including a step forming the very top of the stepladder) unless there is a suitable handhold;
- ensure any locking devices are engaged;
- try to position the stepladder to face the work activity and not side on. However, there are occasions when a risk assessment may show it is safer to work side on, eg in a retail stock room when you can't engage the stepladder locks to work face on because of space restraints in narrow aisles, but you can fully lock it to work side on;
- try to avoid work that imposes a side loading, such as side-on drilling through solid materials (eg bricks or concrete);
- where side-on loadings cannot be avoided, you should prevent the steps from tipping over, eg by tying the steps. Otherwise, use a more suitable type of access equipment;
- maintain three points of contact at the working position. This means two feet and one hand, or when both hands need to be free for a brief period, two feet and the body supported by the stepladder (see Figure 5 and associated text).

When deciding if it is safe to carry out a particular task on a stepladder where you cannot maintain a handhold (eg to put a box on a shelf, hang wallpaper, install a smoke detector on a ceiling), this needs to be justified, taking into account:

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

What about the place of work where the ladder will be used?

As a guide, only use a ladder:

- on firm ground;
- on level ground – refer to the manufacturer's pictograms on the side of the ladder. Use proprietary levelling devices, not ad-hoc packing such as bricks, blocks, timbers etc;
- on clean, solid surfaces (paving slabs, floors etc). These need to be clean (no oil, moss or leaf litter) and free of loose material (sand, packaging materials etc) so the feet can grip. Shiny floor surfaces can be slippery even without contamination;
- where they will not be struck by vehicles (protect the area using suitable barriers or cones);

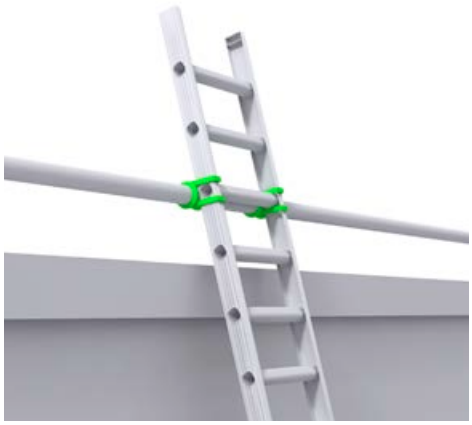


Figure 6 Correct – ladder tied at top stiles (correct for working on, but not for gaining access to a working platform/roof etc)

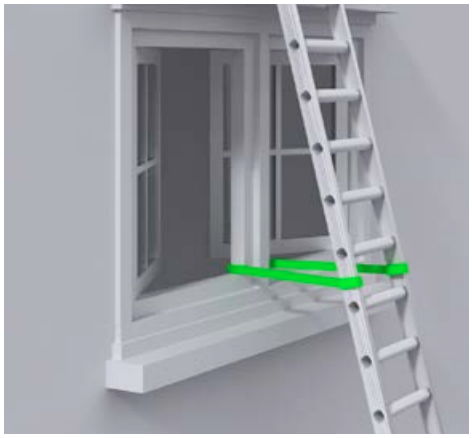


Figure 7 Correct – tying part way down

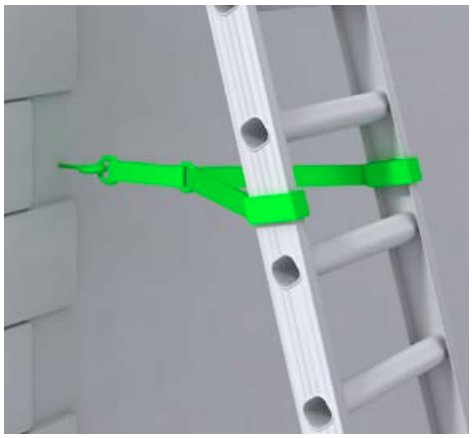


Figure 8 Correct – tying near the base

- where they will not be pushed over by other hazards such as doors or windows, ie secure the doors (not fire exits) and windows where possible;
- where the general public are prevented from using it, walking underneath it or being at risk because they are too near (use barriers, cones or, as a last resort, a person standing guard at the base);
- where it has been secured.

What are the options for securing ladders?

The options are as follows:

- tie the ladder to a suitable point, making sure both stiles are tied, see Figures 6, 7 and 8;
- where this is not practical, secure with an effective ladder stability device;
- if this is not possible, then securely wedge the ladder, eg wedge the stiles against a wall;
- if you can't achieve any of these options, foot the ladder. Footing is the last resort**.** Avoid it, where 'reasonably practicable', by using other access equipment.

What about ladders used for access?

In general:

- ladders used to access another level should be tied (see Figure 9) and extend at least 1 m above the landing point to provide a secure handhold. At ladder access points, a self-closing gate is recommended;
- stepladders should not be used to access another level, unless they have been specifically designed for this.

Figure 9 Correct – access ladders should be tied and extend at least 1 m above the landing point to provide a secure handhold

What about the condition of the equipment?

Employers need to make sure that any ladder or stepladder is both suitable for the work task and in a safe condition before use. As a guide, only use ladders or stepladders that:

- have no visible defects. They should have a pre-use check each working day;
- have an up-to-date record of the detailed visual inspections carried out regularly by a competent person. These should be done in accordance with the manufacturer's instructions. Ladders that are part of a scaffold system still have to be inspected every seven days as part of the scaffold inspection requirements;
- are suitable for the intended use, ie are strong and robust enough for the job. HSE recommends British Standard (BS) Class 1 'Industrial' or BS EN 131 ladders for use at work (see 'Further reading');
- have been maintained and stored in accordance with the manufacturer's instructions.

A detailed visual inspection is similar to 'pre-use' checks', in that it is used to spot defects. It can be done in-house by a competent person (pre-use checks should be part of a user's training) and detailed visual inspections should be recorded.

When doing an inspection, look for:

- twisted, bent or dented stiles;
- cracked, worn, bent or loose rungs;
- missing or damaged tie rods;
- cracked or damaged welded joints, loose rivets or damaged stays.

Make pre-use checks and inspect ladder stability devices and other accessories in accordance with the manufacturer's instructions.

Further reading

Working at height safely: A brief guide Leaflet INDG401(rev2) HSE Books 2014 www.hse.gov.uk/pubns/indg401.htm

Work at height web pages on the HSE website: www.hse.gov.uk/work-at-height/index.htm

You can access the Work at height Access equipment Information Toolkit (WAIT) at www.hse.gov.uk/work-at-height/wait/index

British Standards provide more information on current product standards (see 'Further information'), eg:

BS 1129 *Specification for portable timber ladders, steps, trestles and lightweight stagings* British Standards Institution

BS 2037 *Specification for portable aluminium ladders, steps, trestles and lightweight stagings* British Standards Institution

BS EN 131 *Ladders (Specification for terms, types, functional sizes; Specification for requirements, testing, marking; User instructions; Single or multiple hinge-joint ladders)* British Standards Institution

Further information

For information about health and safety, or to report inconsistencies or inaccuracies in this guidance, visit www.hse.gov.uk. You can view HSE guidance online and order priced publications from the website. HSE priced publications are also available from bookshops.

British Standards can be obtained in PDF or hard copy formats from BSI: http://shop.bsigroup.com or by contacting BSI Customer Services for hard copies only Tel: 0845 086 9001 email: cservices@bsigroup.com.

This guidance is issued by the Health and Safety Executive. Following the guidance is not compulsory, unless specifically stated, and you are free to take other action. But if you do follow the guidance you will normally be doing enough to comply with the law. Health and safety inspectors seek to secure compliance with the law and may refer to this guidance.

This leaflet is available at www.hse.gov.uk/pubns/indg455.htm.

REIGATE GRAMMAR SCHOOL

Appendix 9 – Welfare and Stress Management

Managing Stress at Work

What is stress?

(a) Work-related stress is 'the adverse reaction people have to excessive pressure or other types of demands placed on them'.

(b) Work-related stress is not an illness, but can lead to increased problems with health if it is prolonged or particularly intense. Stress can involve

- **Physical effects** such as raised heart rate, headache, increased sweating, aching neck and shoulders and lowering of resistance to infection.
- **Behavioural effects** such as increased anxiety and irritability, difficulty in sleeping, poor concentration and an inability to deal calmly with everyday tasks and situations.

(c) These effects are usually short-lived and cause no lasting harm. When pressure recedes there is a quick return to feeling normal.

(d) There is no simple way of predicting what will cause harmful stress, people respond to different types of pressure in different ways. What one person may see as a challenge another person may see as a daunting task. How susceptible we are to stress depends on our personalities, experience, motivation and the support available from managers, colleagues, families and friends.

(e) In general, harmful levels of stress are most likely to occur where

- Pressures pile on top of each other or are prolonged;
- People feel trapped or unable to exert any control over demands placed on them;
- People are confused by conflicting demands made on them;
- People feel there is a lack of appropriate management or supervisory direction and support.

(f) Physical conditions in the working environment can also be stressful and these may include excessive noise, heat, humidity, poor ventilation and lighting, cramped work surroundings and working in isolation.

Legal position

(a) There is no specific legislation covering stress at work because not enough is known to set detailed standards or requirements. However under general health and safety legislation employers have a duty to;

- Ensure so far as is reasonably practicable that their workplaces are safe and without risk to health
- Carry out assessments of the nature and scale of risks to health and safety from their activities and provide suitable and sufficient control measures where required.

(b) Employers should bear stress in mind therefore when assessing possible health hazards in the workplace, monitoring for developing problems and being prepared to act if harm to health seems likely.

REIGATE GRAMMAR SCHOOL

Appendix 9 – Welfare and Stress Management

Managing Stress

Employer responsibility

(a) The school is committed to finding ways of reducing work related stress so far as is reasonably practicable. In particular it will seek to develop good management practices and procedures that ensure the problem of work-related stress is understood and taken seriously throughout the organisation.

(b) The school recognises the importance of ensuring that individual staff are not made to feel guilty about their stress problems, but are given encouragement to seek help and support to manage the situation.

This will be achieved through;

- Clear school objectives involving staff contribution where possible
- Good communications
- Good employee support
- Planned and agreed working hours allowing for flexibility
- Work targets that are stretching but obtainable
- Effective systems for dealing with interpersonal conflict
- Referral to the Occupational Health Service for confidential counselling and medical evaluation.
- Referral to the School's Absence Policy and support systems in place via HR.

Employee responsibility

(a) Individuals have a personal responsibility to;

- Plan, prioritise and undertake their work systematically, and to seek advice and guidance from their Head of Department when faced with what they consider to be conflicting priorities, or deadlines / targets that they feel unable to achieve.
- Inform their Head of Department and seek to identify any situation where they feel they are unclear about their priorities or objectives.
- Discuss with their Head of Department during staff development interviews, any situation that is causing undue stress and which may be rectified by training or staff development.
- Support their colleagues if they believe they are experiencing work-related stress.

REIGATE GRAMMAR SCHOOL

Appendix 10 – General Guidance on Lone Working

A 'Lone Worker' is defined as a person who whilst at work has neither, visual or audible communication with someone who can summon assistance, but excludes those who work alone off-site. It is inevitable that at certain times, staff will find themselves working alone. These occasions can occur, for example, at the beginning and end of working periods, during holidays, during the night and at weekends. Whilst there is no overall legal prohibition on working alone, the general duties of the Health and Safety at Work Act and the specific duties of the Management of Health and Safety at Work Regulations still apply. These require the identification of the hazards of the work, risk assessment of any significant risks involved, and devising and implementing safe working arrangements to ensure that the risks are either eliminated or adequately controlled. Some staff work alone at some time during their working periods at the school and in the majority of cases they do so without significant risk. Any arrangements should form part of the departmental safety procedures and be kept with other such documents within the local safety file. Lone working should not be undertaken where there is a reasonably foreseeable risk that the work might result in an accident which would be sufficiently serious to require a second person to be available to summon help or provide assistance.

Situations Where 'Lone Working' is prohibited by law, the following are examples specify systems of work, which require more than one person.

(a) Entry into confined spaces such as tanks, manholes, pipes, flues, ducts, ceiling voids, enclosed basement rooms, and other spaces where there may be inadequate natural ventilation or restricted access.

(b) Use of ladders which cannot be secured and require "footing" by a second person or the use of high step-ladders, i.e. those designed to reach above two metres or provide access to a place of work which is above two metres.

(c) Erection and disassembly of scaffolding and access towers including the moving of such items where there is provision for the physical movement of the assembled structure whether by powered assistance or not.

Use of specified dangerous machines

Persons are prohibited from working alone at certain types of machines unless they have received sufficient training in work at those machines. Examples of these are:

- Woodworking machines,
- Dough mixers,
- Metal milling machines,
- Guillotine machines (both powered and manual),
- Slicing machines used in catering (both powered and manual),
- Hydraulic and pneumatic power presses,
- Food mixing machines when used with attachments for mincing, slicing, chipping or any other cutting operations or for crumbling.

Establishing safe working arrangements for lone workers is no different from organising the safety of other staff. The obvious question that has to be asked is whether the risks of the work can be adequately controlled by one person, or are more people necessary? Lone workers should not be exposed to significantly higher risks than others who work together. Precautions should take account of normal working conditions and foreseeable emergency situations, e.g. fire, equipment failure, illness and accidents.

REIGATE GRAMMAR SCHOOL

Appendix 10 – General Guidance on Lone Working

All situations where staff may be working alone should be identified and the following questions asked.

(a) Will situations that are legally prohibited arise?
(b) Does the workplace present a special risk to the lone worker?
(c) Is there safe access and exit for that person?
(d) Can one person safely handle all the plant and equipment needed?
(e) Can all the substances and materials involved in the work be handled safely by one person?
(f) Will there be a risk of violence?
(g) Are those working on their own at particular risk?

Lone Workers should be capable of responding correctly in emergency situations. Emergency procedures should be established in departments and the appropriate persons given clear and concise training and instructions on how to implement them. Similar information should be given to contractors or service engineers who may be working alone. Suitable systems should be devised to monitor the conditions of Lone Workers and include at least a check at the end of the working period.

The lone working procedures at Reigate Grammar School are:

Normal Access Arrangements:

1. Staff are required to work within the site opening hours of 7am to 6.30pm term time and 8am to 4.30pm holiday time, allowing time for a phased lock down across the whole site.

2. Exceptions to this are when staff are required to work evenings or weekends for school calendar events and activities. All of which are known and organised in advance with the relevant controls in place for access, general safety and final lock down of the specific areas in use.

Exceptional Access Arrangements:

1. In the event that staff need to be on site outside of the above arrangements, which involves working alone, this must be agreed in advance with their Head of Department or a Senior Leadership Team member (SLT). A management decision can be taken to authorise Lone Working and implement the appropriate arrangements having established the details as per steps (a to g above) and agreed with the individual on the day: -

    - Details and specific location of work
    - Timing and access to support (via mobile phone or other means with line management or SLT)
    - Specific safety and security measures (personal and premises)
    - The Bursar has overall authority and will sanction exceptional access when appropriate.

2. Estates staff and SLT emergency response duties are covered under separate arrangements.

REIGATE GRAMMAR SCHOOL

Appendix 11.

Members of the Health and Safety Committee

- Brian Day (BD) Governor
- Steve Douty (SDO) (Chairman)
- Viv Godbold (VIG) (Teaching departments)
- Carmel Grater (CMG) (Clerk to the Committee) (Support departments)
- Sarah Arthur (SJA)
- Simon Rushby (SJR)
- Dawn Holmes (DLH)
- Jane Tyson (JNT)
- Susan Lockyer (SML)
- Paul Rosser (PAR) (Harrisons)
- Alex Boothroyd (AJB)
- Liz Burns (EJB)
- Fred George (FPG)
- Richard Crook (RC)
- Hugh Edwards (HWE)
- Phil Williams (PJW)
- Phil Mann (PRM)