

Child Protection Policy and Procedure

2017-2018

This policy was adopted by the Governing Body

This policy is due for review in September 2018

Key contacts

Role	Name	Contact
Designated Safeguarding Lead	Mrs C Arnold	0151 334 5021
Deputy Designated Safeguarding Lead	Mrs S Collins Miss S Haworth Mrs A Parkinson	0151 334 5021 0151 334 5021 0151 334 5021
Nominated governor for Safeguarding and C P	Mrs A Wade	0151 334 5021
Chair of Governors	Mrs S Seabra	0151 334 5021
Local Authority Designated Officer	Suzanne Cottrell	0151 666 4582 07780508918
	In the absence of the LADO officer, the duty IRO officer from the team cover this role and the contact number for them 666 4442	
WSCB Head of Safeguarding and Prevent lead for LA	Kerry Mehta	0151 666 5574
Prevent Team Merseyside Police	DS Darren Taylor	01517778311 Darren.F.Taylor@merseyside.police.uk
Interim Director of Children's Services	Paul Boyce	0151 606 2000
Integrated Front Door (Formerly CADT)	Mon-Fri, 9:00am – 5.00pm Outside of these hours	Tel: 0151 606 2008 Tel: 0151 677 6557
Police	In an emergency For non-emergency but possible crime	999 101

Poulton Lancelyn Primary School Record of Safeguarding Training

	Date completed	Next due date
Whole School Safeguarding Training Due every three years	September 2015	September 2018 (staff completed online July 2017)
Senior Designated Person Level 2 Due every 2 years Mrs C Arnold	July 2017	July 2019
Deputy Designated Safeguarding Lead Level 2 Due every 2 years Mrs S Collins Miss S Haworth	AP – Nov 2017 SC - January 2016 SH – May 2016	AP – Nov 2019 SC – January 2018 SH – May 2018
Safer Recruitment Training Name & Date of training Due every 5 years	Mrs C Arnold – June 2013 Mrs S Collins – July 2013 Mrs J Gould – November 2013	CA – June 2018 SC – July 2018 JG – November 2018
Whole School Staff Refresher/updates Annual	September 2017	September 2018
Governor Training	November 2016	November 2017

In this school records of training are recorded by Mrs C Arnold - Headteacher

Contents

	Safeguarding Policy
1	Introduction
2	Our Ethos
3	Scope
4	Legal Framework
5	Roles and Responsibilities
6	Supporting Children
7	Safeguarding Procedure
8	Dealing with a Disclosure /Record Keeping
9	Discussing Concerns with the Family
10	Safer Workforce and Managing Allegations
11	Staff induction, training and development
12	Confidentiality, consent and Information Sharing
13	Inter-agency working
14	Contractors, Service and Activity Providers and Work Placement Providers
15	Whistleblowing and complaints
16	Site Security
17	Quality Assurance
18	Policy Review
	APPENDIX A
	The role of the Designated Safeguarding Lead
1	MANAGING REFERRALS
2	RECORD KEEPING
3	INTER-AGENCY WORKING AND INFORMATION SHARING
4	TRAINING
5	AWARENESS RAISING

6	QUALITY ASSURANCE
7	SUPERVISION AND REFLECTION
	APPENDIX B Safeguarding Procedure
1	DEFINITIONS
2	CATEGORIES OF ABUSE
	APPENDIX C FURTHER INFORMATION
1	Further information on Child Sexual Exploitation (CSE)
2	Further Information on Female Genital Mutilation
3	Further Information of Fabricated Illness
4	Further information on Faith Based Abuse
5	Further information on Gang and Youth Violence
6	Further information on Risk to Trafficking
7	Further information on Risks Associated with Parent/Carer Mental Health
8	Further information on Drugs and Alcohol
9	Honour Based Violence and Forced Marriages
10	Further information on Domestic Violence
11	Further Information on Preventing Radicalisation
12	Further Information on Managing Allegations Against School Staff
13	Further information on a Child Missing from Education
14	Further information on Escalation Procedures
15	Further information on Private Fostering
16	Further information on Online Safety
17	Further information on Pre Appointment Checks
18	Further information on Single Central Record
	Flow chart: Actions where there are concerns about a child

Safeguarding Policy

INTRODUCTION

- 1.1 Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.
- 1.2 Our pupils' welfare is our paramount concern. The governing body will ensure that our school will safeguard and promote the welfare of pupils and work together with other agencies to ensure that our school has adequate arrangements to identify, assess and support those children who are suffering or likely to suffer harm.
- 1.3 Our school is a community and all those directly connected, staff members, governors, parents, families and pupils, have an essential role to play in making it safe and secure.
- 1.4 This procedure document provides the basis for good practice within the school for Safeguarding work. It should be read in conjunction with the Wirral Local Safeguarding Board Safeguarding Policies and Procedures. These are in keeping with relevant national procedures and reflect what the Board considers to be safe and professional practice in this context.
- 1.5 This policy is an essential element in a series of school policies which aim to ensure the protection and safety of all children at Poulton Lancelyn Primary School. Please refer to other policies which link to this one, such as:
 - Child Protection Policy
 - Behaviour Management Policy
 - Managing Allegations Policy
 - Health and Safety Policy
 - Safer Recruitment Policy
 - Attendance Policy
 - E-Safety Policy
 - Lost Child Policy
 - Gender Equality Policy
 - Equal Opportunities Policy
 - PSHE Policy

2 OUR ETHOS

- 2.1 We believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical, spiritual and moral development of the individual child.
- 2.2 We recognise the importance of providing an environment within our school that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and to feel confident that they will be listened to.
- 2.3 We recognise that all adults within the school, including permanent and temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm.

- 2.4 We will work with parents to build an understanding of the school's responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

3 SCOPE

3.1 In line with the law, this policy defines a child as anyone under the age of 18 years but in the case of SEN it is up to 25 years of age.

3.2 This policy applies to all members of staff in our school, including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers.

3.3 This policy applies to all learners in this school.

4 THE LEGAL FRAMEWORK

4.1 Section 175 of the Education Act 2002 places a duty on governing bodies of maintained schools and further education institutions (including sixth-form colleges) to make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school. Section 157 of the same Act places a similar duty on non-maintained and independent schools, including free schools and academies.

4.2 Under section 10 of the Children Act 2004, all maintained schools, further education colleges and independent schools, including free schools and academies, are required to cooperate with the local authority to improve the well-being of children in the local authority area.

4.3 Under section 14B of the Children Act 2004, the Local Safeguarding Children Board can require a school or further education institution to supply information in order to perform its functions. This must be complied with.

4.4 This policy and the accompanying procedure have been developed in accordance with the following statutory guidance and local safeguarding procedures:

- ***Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, March 2015***



Working-Together-to
-Safeguard-Children2

- ***Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2016***



Keeping_children_saf
e_in_education_guidance

All procedures can be found on the WSCB website :

<https://www.wirral safeguarding.co.uk/>

5 ROLES AND RESPONSIBILITIES

5.1 The school's lead person with overall designated responsibility for safeguarding is Claire Arnold. We have a deputy safeguarding lead, Sarah Collins to ensure there is appropriate cover for this role at all times. Sue Haworth, our Assistant Headteacher, is also trained as Senior Designated Safeguarding Leads. **The responsibilities of the Designated Safeguarding Lead are described in Appendix A.**

The Designated Safeguarding Lead will be on our school's leadership team and their role of Designated Safeguarding Lead will be explicit in their job description. This person should have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and Safeguarding matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

- 5.2 The school has a **nominated governor Alison Wade** responsible for safeguarding to champion good practice, to liaise with the head teacher and to provide information and reports to the governing body.
- 5.3 The **case manager for dealing with allegations** of abuse made against school staff members is the head teacher. The case manager for dealing with allegations against the head teacher is the chair of governors. **The procedure for managing allegations is detailed in Appendix C.**
- 5.4 The **head teacher** will ensure that the policies and procedures adopted by the governing body are fully implemented and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.
- 5.5 The **governing body** is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day-to-day practice.
- 5.6 **All staff members, governors, volunteers and external providers** know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child. They are aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger. Safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should recognise that children are capable of abusing their peers. Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing. Behaviours by children should never be passed off as 'banter' or 'part of growing up'. The DFE states 'peer on peer abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.' **Concerns should be referred to senior staff who may need to consult with the Designated Safeguarding Lead. Victims of peer on peer harm should be supported by the school's pastoral system.**
- 5.7 There is a policy regarding the use of mobile phones, cameras and other digital recording devices e.g. i-Pads.

6 SUPPORTING CHILDREN

- 6.1 We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and some sense of blame. Our school may be the only stable, secure and predictable element in their lives.
- 6.2 We accept that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 6.3 Our school will support all pupils by:
- ensuring the content of the curriculum includes social and emotional aspects of learning; Through PSHE and other curriculum contexts, pupils are encouraged to talk about feelings and deal assertively with pressures, are listened to, and know to whom they can turn to for help and advice

- ensuring a comprehensive curriculum response to e-safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly;
- ensuring that the curriculum will help children stay safe, recognise when they do not feel safe and identify who they might or can talk to;
- ensuring the school curriculum will support young people to become more resilient to inappropriate behaviours towards them, risk taking behaviours and behaviours that children may be coerced into including 'sexting'
- Sexting – Children in Year 5 and 6 will be informed about the implications of sexting and how, once a picture has been sent, this image can never fully be removed from the world wide web.
- providing pupils with a number of appropriate adults to approach if they are in difficulties;
- supporting the child's development in ways that will foster security, confidence and independence;
- encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying; (Our anti-bullying policy can be found on the school website)
- ensuring repeated hate incidents, e.g. racist, homophobic or gender- or disability-based bullying, are considered under Safeguarding procedures;
- liaising and working together with other support services and those agencies involved in safeguarding children;
- monitoring children who have been identified as having welfare or protection concerns and providing appropriate support.
- the school behaviour policy is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred.
- liaising with other agencies that support the pupil such as Health Services, Wirral Social Care, Child and Adolescent Mental Health Services*, Education Welfare Services, Special Educational Support Services, Youth Offending Service and the Educational Psychology Service.
- ensuring that, when a pupil who is the subject of a Child Protection Plan leaves, their information is transferred to the new school within 2 weeks and that the child's Social Worker is informed that the child has moved
- After 20 days absence if a child has moved and the new school is unknown the school will post details on the 'Pupil to Pupil' register.
- School will alert the authority if it is aware of any child being looked after under a Private Fostering arrangement. On admission to school, and at other times, the school will be vigilant in identifying any private fostering arrangement. There is further information about Private Fostering in Appendix C
- **There is an advice line to speak to the Primary Mental Health Workers: 0151 488 8453**

7 SAFEGUARDING PROCEDURE

- 7.1 We have developed a structured procedure in line with *Wirral Safeguarding Children Board* which will be followed by all members of the school community in cases of suspected abuse. This is detailed in Appendix B.
- 7.2 In line with the procedures, the Integrated Front Door (Formerly Central Advice and Duty Team (CADT) / Multi Agency Safeguarding Hub) will be contacted as soon as there is a significant concern.
- 7.3 The name of the Designated Safeguarding Lead will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
- 7.4 We will ensure all parents and carers are aware of the responsibilities of staff members to safeguard and promote the welfare of children by publishing the policy and procedures on our website and by referring to them in our introductory school materials.

8 DEALING WITH A DISCLOSURE MADE BY A CHILD – ADVICE FOR ALL MEMBERS OF STAFF

8.1 ***If a child discloses that he or she has been abused in some way, the member of staff or volunteer should follow this guidance:***

- Listen to what is being said without displaying shock or disbelief.
- Only ask questions when necessary to clarify.
- Accept what is being said.
- Allow the child to talk freely – do not lead or put words in the child's mouth.
- Reassure the child that what has happened is not his or her fault.
- Do not make promises that you may not be able to keep.
- Do not promise confidentiality – it may be necessary to request services from the Integrated Front Door (formerly CADT)
- Stress that it was the right thing to tell.
- Do not criticise the alleged perpetrator.
- Explain what has to be done next and who has to be told.
- Inform the Designated Safeguarding Lead without delay.
- Complete the Safeguarding incident/welfare concern form and pass it to the DSL. SCHOOL TO SPECIFY WHAT IS EXPECTED This should include the date (including the day of the week) to help with analysis of any patterns)

Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.

Further information about what to do if you are worried that a child is being abused is available here in advice for practitioners, March 2015:



What_to_do_if_you_
re_worried_a_child_is

RECORD KEEPING

- 8.2 All concerns, discussions and decisions made and the reasons for those decisions **must** be recorded in writing, dated and signed.
- 8.3 We will continue to support any pupil leaving the school about whom there have been concerns by ensuring that all appropriate information, including Safeguarding and welfare concerns, is forwarded under confidential cover to the pupil's new school as a matter of priority.

DISCUSSING CONCERNS WITH THE FAMILY AND THE CHILD – ADVICE FOR THE DESIGNATED SAFEGUARDING LEAD

- 9.1 In general, you should always discuss any concerns the school may have with the child's parents. They need to know that you are worried about their child. However, you should not discuss your concerns if you believe that this would place the child at greater risk or lead to loss of evidence for a police investigation.
- 9.2 If you make a decision not to discuss your concerns with the child's parents or carers this must be recorded in the child's Safeguarding file with a full explanation for your decision.
- 9.3 It is important to consider the child's wishes and feelings, if age appropriate, as part of planning what action to take in relation to concerns about their welfare.
- 9.4 When talking to children, you should take account of their age, understanding and preferred language, which may not be English. It is also important to consider how an SEND child may need support in communicating.
- 9.5 How you talk to a child will also depend on the substance and seriousness of the concerns. You may need to seek advice from the Integrated Front Door (Formerly CADT / MASH) or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.
- 9.6 If concerns have arisen as a result of information given by a child, it is important to reassure the child but not to promise confidentiality.
- 9.7 It is expected that you discuss your concerns with the parents and seek their consent to making a Request for Services, unless you consider that this would place the child at increased risk of significant harm.
- 9.8 You do not need the parents' consent to make a request for services if you consider the child is in need of protection, although parents will ultimately be made aware of which organisation made the referral.
- 9.9 If parents refuse to give consent to a referral but you decide to continue, you need to make this clear to The Integrated Front Door (Formerly CADT / MASH.)
- 9.10 If you decide to refer the child without the parents' consent, make sure to record this with a full explanation of your decision.
- 9.11 When you make your referral, you should agree with The Integrated Front Door (Formerly CADT / MASH) what the child and parents will be told, by whom and when.

MAKING A REQUEST FOR SERVICE

If a child or young person is at risk of harm, abuse or neglect please report it to the
INTEGRATED FRONT DOOR

Mon-Fri, 9:00am – 5.00pm Tel: 0151 606 2008

Outside of these hours Tel: 0151 677 6557

E-mail: cadtsocialcare@wirral.gcsx.gov.uk

In an emergency always call the police on 999.

If you think there has been a crime but it is not an emergency call 101.

The Request for Service form that can be found at:

<https://www.wirralsafeguarding.co.uk/public/concerned-about-a-child/>

E-mail it to: cadtsocialcare@wirral.gcsx.gov.uk

10 SAFER WORKFORCE AND MANAGING ALLEGATIONS AGAINST STAFF AND VOLUNTEERS (This procedure is detailed in Appendix C, Section 4)

- 10.1 We will prevent people who pose risks to children from working in our school by ensuring that all individuals working in any capacity at our school have been subjected to safeguarding checks in line with the statutory guidance *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2016*. In addition to obtaining the DBS certificate described, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching. See Appendix C, Section 9. A check of any prohibition can be carried out using the Teacher Services' system that may be found here: <https://www.gov.uk/guidance/teacher-status-checks-information-for-employers>
Prohibition orders are described in the National College for Teaching and Leadership's (NCTL) publication *Teacher misconduct: the prohibition of teachers*. It can be found here: <https://www.gov.uk/government/publications/teacher-misconduct-the-prohibition-of-teachers--3>
- 10.2 We will ensure that agencies and third parties supplying staff provide us evidence that they have made the appropriate level of safeguarding checks on individuals working in our school. See Appendix C, Section 10 for information on Single Central Record. In this school the Single Central Record is available at the school office.
- 10.3 Every job description and person specification will have a clear statement about the safeguarding responsibilities of the post holder.
- 10.4 We will ensure that at least one member of every interview panel has completed safer recruitment training within the last 5 years.
- 10.5 We have a procedure in place to manage allegations against members of staff and volunteers in line with *WSCB procedures*.

- 10.6 There is an agreed staff behaviour policy (sometimes called the code of conduct) which is compliant with “Safer Working Practices,” and includes - acceptable use of technologies, staff/pupil relationships and communications including the use of social media.

<http://www.rrrecruitment.com/wp-content/uploads/2016/04/Guidance-for-Safer-Working-Practice-October-2015.pdf>

11 STAFF INDUCTION, TRAINING AND DEVELOPMENT

- 11.1 All new members of staff, including newly-qualified teachers and teaching assistants, will be given induction that includes basic safeguarding training on how to recognise signs of abuse, how to respond to any concerns, e-safety and familiarisation with the safeguarding policy, staff code of conduct, Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, Part One, March 2016 and other related policies. There are mechanisms in place, such as safeguarding updates, to assist staff to understand and discharge their role and responsibilities as set out in Part one of Keeping Children Safe in Education. Staff should also read, “Working Together to Safeguard Children.”
- 11.2 The induction will be proportionate to staff members’ roles and responsibilities
- 11.3 The Designated Safeguarding Lead will undergo updated Safeguarding training every two years.
- 11.4 All staff members of the school will undergo face to face training (whole-school training) which is regularly updated and at least every three years. All governors are encouraged to undergo governor specific online awareness training at least every two years. All staff will have access to WSCB multi-agency safeguarding training and e-learning.
- 11.5 Staff members who miss the whole-school training will be required to undertake other relevant training to make up for it, e.g. by joining another school’s whole-school training.
- 11.6 The nominated governor for safeguarding will undergo training prior to or soon after appointment to the role; this training will be updated every three years.
- 11.7 We will ensure that staff members provided by other agencies and third parties, e.g. supply teachers and contractors, have received appropriate safeguarding training commensurate with their roles before starting work. They will be given the opportunity to take part in whole-school training if it takes place during their period of work for the school.
- 11.8 The Designated Safeguarding Lead will provide briefings to the school on any changes to safeguarding legislation and procedures and relevant learning from local and national serious case reviews. These will occur annually or more frequently when necessary.
<https://www.wirral safeguarding.co.uk/professionals/serious-case-reviews/>
- 11.9 The school will maintain accurate records of staff induction and training.

12 CONFIDENTIALITY, CONSENT AND INFORMATION SHARING

- 12.1 We recognise that all matters relating to Safeguarding are confidential.

- 12.2 The head teacher or the Designated Safeguarding Lead will disclose any information about a pupil to other members of staff on a need-to-know basis only.
- 12.3 All staff members must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being.
- 12.4 All staff members have a professional responsibility to share information with other agencies in order to safeguard children.
- 12.5 All our staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.
- 12.6 We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safe_guarding_practitioners.pdf

13 INTER-AGENCY WORKING

- 13.1 We will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police and Children's Social Care. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.
- 13.2 We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children.
- 13.3 We will participate in serious case reviews, other reviews and file audits as and when required to do so by the Wirral Safeguarding Children Board. We will ensure that we have a clear process for gathering the evidence required for reviews and audits, embedding recommendations into practice and completing required actions within agreed timescales.

14 CONTRACTORS, SERVICE AND ACTIVITY PROVIDERS AND WORK PLACEMENT PROVIDERS

- 14.1 We will ensure that contractors and providers are aware of our school's safeguarding policy and procedures. We will require that employees and volunteers provided by these organisations use our procedure to report concerns.
- 14.2 We will seek assurance that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding check in line with *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2016*. If assurance is not obtained, permission to work with our children or use our school premises may be refused.
- 14.3 When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.

15 WHISTLE-BLOWING AND COMPLAINTS

- 15.1 We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so.

15.2 We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of Safeguarding, which may include the attitude or actions of colleagues. If necessary, they will speak with the head teacher, the chair of the governing body or with the Local Authority Designated Officer.

15.3 We have a clear reporting procedure for children, parents and other people to report concerns or complaints, including abusive or poor practice.

15.4 We will actively seek the views of children, parents and carers and staff members on our Safeguarding arrangements through surveys, questionnaires and other means.

16 SITE SECURITY

16.1 All staff members have a responsibility to ensure our buildings and grounds are secure and for reporting concerns that may come to light.

16.2 We check the identity of all visitors and volunteers coming into school. Visitors are expected to sign in and out in the office visitors' log and to display a visitor's badge while on the school site. Any individual who is not known or identifiable will be challenged for clarification and reassurance.

16.3 The school will not accept the behaviour of any individual, parent or anyone else, that threatens school security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.

17 QUALITY ASSURANCE

17.1 We will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures.

17.2 We will complete an audit of the school's safeguarding arrangements at frequencies specified by the Wirral Safeguarding Children Board and using the Section 175 online audit tool provided by them for this purpose. More information including how to register for the audit can be found here:
<https://www.wirralsafeguarding.co.uk/professionals/section-11-175-audit/>

17.3 The school's senior management and the governing body will ensure that action is taken to remedy without delay any deficiencies and weaknesses identified in child protection arrangements.

18 POLICY REVIEW

18.1 This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with the policy review cycle.

18.2 The Designated Safeguarding Lead will ensure that staff members are made aware of any amendments to policies and procedures.

APPENDIX A

The role of the Designated Safeguarding Lead

1 MANAGING REFERRALS

- 1.1 Refer all safeguarding cases including **early help** to the Integrated Front Door (Formerly CADT / MASH) and to the Police if a crime may have been committed.
- 1.2 Identify any safeguarding issues relating to individual children, especially ongoing enquiries under section 47 of the Children Act 1989.
- 1.3 Act as a source of support, advice and expertise to staff members on matters of child protection and safeguarding.
- 1.4 Escalate inter-agency concerns and disagreements about a child's wellbeing. Further information on **WSCB Escalation Procedures is described in Annexe C**
- 1.5 Have responsibility to ensure there is a Key Adult for Operation Encompass and the point of contact for Child Sexual Exploitation
- 1.6 To ensure that the Local Authority are notified if children are persistently absent or missing from education

2 RECORD KEEPING

- 2.1 Keep written records of Safeguarding and welfare concerns.
- 2.2 Ensure a stand-alone file is created as necessary for children with safeguarding concerns.
- 2.3 Maintain a chronology of significant incidents for each child with safeguarding concerns.
- 2.4 Ensure such records are kept confidentially and securely and separate from the child's educational record.
- 2.5 When a child leaves our school, the Designated Safeguarding Lead will make contact with the Designated Safeguarding Lead at the new school and will ensure that the safeguarding file is forwarded to the receiving school within two weeks. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding records to the Education Social Welfare Service.

3 INTER-AGENCY WORKING AND INFORMATION SHARING

- 3.1 Cooperate with Children's Social Care for enquiries under section 47 of the Children Act 1989.
- 3.2 Complete reports and attend, or ensure other relevant staff members attend, child protection conferences, core group meetings and other multi-agency meetings, as required.
- 3.3 Liaise with other agencies working with the child, share information as appropriate and contribute to assessments.

4 TRAINING

- 4.1 Undertake appropriate training, **updated every two years**, in order to
 - be able to recognise signs of abuse and how to respond to them, including special circumstances such as child sexual exploitation, female genital mutilation, fabricated or induced illness
 - understand the assessment process for providing early help and intervention, e.g. WSCB thresholds of need

- have a working knowledge of how the local authority conducts initial and review child protection case conferences and contribute effectively to these; and
- be alert to the specific needs of children in need (as specified in section 17 of the Children Act 1989), those with special educational needs, pregnant teenagers and young carers.

- 4.2 Ensure each member of staff has read and understands the school's safeguarding policy and procedures, including providing induction on these matters to new staff members.
- 4.3 Organise whole-school Safeguarding training for all staff members at least **every three years**. Ensure staff members who miss the training receive it by other means, e.g. by joining another school's training. The DSL must provide all staff members with safeguarding updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- 4.4 Link with Wirral Safeguarding Children Board to identify appropriate training opportunities for relevant staff members and refer to the safeguarding issues listed on Page 12 of Keeping Children Safe in Education.
- 4.5 Ensure the school allocates time and resources every year for relevant staff members to attend training.
- 4.6 Encourage a culture of listening to children and taking account of their wishes and feelings in any action the school takes to protect them.
- 4.7 Maintain accurate records of staff induction and training.

WSCB Multi-agency training courses can be found here:

<https://www.wirralsafeguarding.co.uk/courses/>

5 AWARENESS RAISING

- 5.1 Review the safeguarding policy and procedures annually and liaise with the school's governing body to update and implement them
- 5.2 Make the safeguarding policy and procedures available publicly and raise awareness of parents that referrals about suspected abuse may be made and the role of the school in any investigations that may follow.
- 5.3 Provide an annual briefing to the school on any changes to safeguarding legislation and procedures and relevant learning from local and national serious case reviews.

6 QUALITY ASSURANCE

- 6.1 Monitor the implementation of and compliance with policy and procedures, including periodic audits of Safeguarding and welfare concerns files (at a minimum once a year).
- 6.2 Complete an audit of the school's safeguarding arrangements at frequencies specified by the Wirral Safeguarding Children Board.
- 6.3 Provide regular reports, to the governing body detailing changes and reviews to policy, training undertaken by staff members and the number of children with child protection plans and other relevant data.
- 6.4 Take lead responsibility for remedying any deficiencies and weaknesses identified in Safeguarding arrangements.

7 SUPERVISION AND REFLECTION

- 7.1 Working to ensure children and young people are protected from harm requires sound professional judgements to be made. It is demanding work that can be distressing and stressful. It is therefore essential that staff involved in this work have access to advice and a robust process of reflection/ supervision to help them reflect upon and review their work.
- 7.2 The school will have a framework for providing an opportunity to staff who are working directly with vulnerable young people, particularly those who are being managed on a child protection, child in need or team around the family plan, to have regular access to an appropriate manager to talk through and reflect on their involvement with the child's case. A guidance document published by the Wirral Safeguarding Children Board for undertaking safeguarding reflection is published on the WSCB website and can be accessed here:

<https://www.wirralsafeguarding.co.uk/schools/>

APPENDIX B

Safeguarding Procedure

1 DEFINITIONS

1.1 **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

1.2 **Children** are any people who have not yet reached their 18th birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger.

1.3 **Child protection** is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm.

1.4 **Early help** means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years.

1.5 **Harm** is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.

1.6 **Safeguarding children** is the action we take to promote the welfare of children and protect them from harm. **Safeguarding and promoting the welfare of children** is defined in [*Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children \(March 2015\)*](#) as:

- protecting children from maltreatment;
- preventing impairment of children's health and development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

All staff must have an awareness of safeguarding issues. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

All staff must be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.

1.7 **Significant harm** is the threshold that justifies compulsory intervention in the family in the best interests of the child. Section 47 of the Children Act 1989 states 'where the question of whether harm suffered by a child is significant turns on the child's health or development, his health or development shall be compared with that which could reasonably be expected of a similar child.'

2 CATEGORIES OF ABUSE

2.1 **Emotional abuse** is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development. It may involve:

- making a child feel worthless, unloved or inadequate
- only there to meet another's needs
- inappropriate age or developmental expectations
- overprotection and limitation of exploration, learning and social interaction
- seeing or hearing the ill treatment of another, e.g. domestic abuse
- serious bullying
- exploitation or corruption

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

2.2 **Neglect** is the persistent failure to meet a child's basic physical or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, it may involve a parent failing to:

- provide adequate food, clothing and shelter, including exclusion from home or abandonment
- protect a child from physical and emotional harm or danger
- ensure adequate supervision, including the use of inadequate care givers
- ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

2.3 **Physical abuse** may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

2.4 **Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. Activities may involve physical contact, including penetration of any part of the body, or non-penetrative acts. They may include non-contact activities, such as involving children looking at or in the production of sexual images, including on the internet, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Thresholds

Reference will be made to the **WSCB thresholds prior to making a "Request for Services"**:



WSCB-Thresholds-on
-a-Page-1.pdf

Is this a child with additional needs; where their health, development or achievement may be adversely affected?

- Practitioners should follow Wirral's Guide to Integrated Working, November 2015.
- Age appropriate progress is not being made and the causes are unclear or the support of more than one agency is needed to meet the child or young person's needs.

If this is a child with additional needs discuss the issues with the Family CAF trained practitioner in your school, the child and parents. You will need to obtain parental consent for a Family CAF to be completed and make a request for service to the Integrated Front Door.

Is this a child in need matter? Section 17 of the Children Act 1989 says:

- they are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority.
- their health or development is likely to be impaired, or further impaired without the provision of such services.
- they are SEND.

If this is a child in need, discuss the issues with the Designated Safeguarding Lead and parents. Obtain their consent for a request for service to be made to the Integrated Front Door.

Is this a child protection matter? Section 47 of the Children Act 1989 says:

- children at risk or who are suffering significant harm.
- children suffering the effects of significant harm
- serious health problems.

If this is a child protection matter, this should be discussed with the Designated Safeguarding Lead and will need to be referred to The Integrated Front Door by the school as soon as possible.

APPENDIX C FURTHER INFORMATION

1 Further information on Child Sexual Exploitation (CSE)

The government launched the revised definition of Child Sexual Exploitation on 16th February 2017 along with new working together advice on CSE. The revised definition is detailed below:

Revised statutory definition of child sexual exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into

sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

The new working together advice on CSE and the new definition can be found here:

<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

Child sexual exploitation is also sexual abuse; it involves children and young people receiving something, for example accommodation, drugs, gifts or affection, as a result of them performing sexual activities, or having others perform sexual activities on them. It could take the form of grooming of children, e.g. to take part in sexual activities or to post sexual images of themselves on the internet.

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Teachers and school staff are more likely to see victims on a regular basis than almost any other professional. They will notice recurrent or prolonged absences and significant changes in behaviour. The use of a 'chronology' will enable these patterns to be identified. They are key to identifying children at risk and raise concerns at an early stage, to potentially halt the grooming process before sexual exploitation has begun. Teachers will highlight concerns about missing children as they may be at risk of child sexual exploitation.

Due to the nature of the grooming methods used by their abusers, it is very common for children and young people who are sexually exploited not to recognise that they are being abused. Practitioners should be aware that young people particularly aged 17 and 18 may believe themselves to be acting voluntarily and will need practitioners to work with them so they can recognise that they are being sexually exploited.

As much as possible it is important that the young person is involved in decisions that are made about them.

Child Sexual Exploitation guidance and documents including the protocol, screening tool, referral form and practice guidance:

<https://www.wirral safeguarding.co.uk/professionals/child-sexual-exploitation/>

2 Further Information on Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

2.1 Indicators

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines, and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges.

Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to schools and colleges.

2.2 Actions

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Mandatory reporting commenced in October 2015. These procedures remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

2.3 Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon **teachers, along with social workers and healthcare professionals, to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

The Mandatory reporting duty commenced in October 2015. Teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve CADT / MASH as appropriate.

3 Further Information of Fabricated Illness

- 3.1 Staff must be aware of the risk of children being abused through fabricated illness. There are three main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusive and include:
- fabrication of signs and symptoms. This may include fabrication of past medical history;
 - fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents;
 - induction of illness by a variety of means.

- 3.2 Where this is identified and considered a risk a request for service will be made to Wirral Integrated Front Door for support and guidance. School may involve other agencies in making their assessments. That could include school nurse, community paediatrician, occupational therapists etc.

4 Further information on Faith Based Abuse

- 4.1 Our policy recognises the 'National Action Plan to Tackle Abuse linked to faith or belief' which describes this abuse as:

'not about challenging people's beliefs, but where beliefs lead to abuse that must not be tolerated. This includes belief in witchcraft, spirit possession, demons or the devil, the evil eye or djinns, dakini, kindoki, ritual or muti murders and use of fear of the supernatural to make children comply with being trafficked for domestic slavery or sexual exploitation. The beliefs which are not confined to one faith, nationality or ethnic community.'

- 4.2 When this type of abuse is suspected staff will make a request for service from the Integrated Front Door. School may purchase the advice and support of MEAS service in making their assessments.

5 Further information on Children at risk of Criminal Exploitation including Gang and Youth Violence

- 5.1 Children and Young People who become involved in Gangs are at risk of violent crime and as a result of this involvement are deemed vulnerable. Agencies and professionals have a responsibility to safeguard these children and young people and to prevent further harm both to the young person and their potential victims. Risks associated with Gang activity include access to weapons (including firearms), retaliatory violence and territorial violence with other gangs, knife crime, sexual violence and substance misuse (Working Together 2010)

5.2 Indicators may be (age in brackets):

- Troublesome (7-9; 10-12)
- High daring (10-12)
- Positive attitude towards delinquency (10-12)
- Previously committed offences (7-9)
- Involved in anti-social behaviour (10-12)
- Substance use (7-9)
- Aggression (7-9)
- Running away and truancy (7-9; 10-12)
- Marijuana use (10- 12)
- Disrupted family (7- 9; 10-12)
- Poor supervision (10-12)
- Low academic achievement in primary school (10- 12)
- Learning disability (10-12)
- Peers involved in crime and/or anti-social behavior (7-9; 10-12)
- Marijuana availability (10-12)
- Children and young people in the neighborhood involved in crime and/or anti-social behaviour (10-12)

(Preventing Youth Violence and gang Involvement for Schools and Colleges – Home Office)

6 Further information on Risk to Trafficking

- 6.1 Article 3 of the Palermo Protocol To Prevent, Suppress And Punish Trafficking In Persons, Especially Women And Children, Supplementing the United Nations Convention Against Transnational Organised Crime to the UN Convention (2000) (ratified by the UK on 6 February 2006) defines trafficking as:

- (a) “Trafficking of persons” shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat of or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.
- (b) The consent of a victim of trafficking in persons to the intended exploitation set forth in sub-paragraph (a) of this article shall be irrelevant where any of the means set forth in subparagraph (a) have been used.
- (c) The recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered “trafficking in persons” even if this does not involve any of the means set forth in sub-paragraph (a) of this article
- (d) “Child” shall mean any person under eighteen years of age.

6.2 Children trafficked into the country may be registered at a school for a term or longer, before being moved to another part of the UK or abroad. This pattern of registration and de-registration may be an indicator that a child has been trafficked. It has been identified as a particular concern in schools which are situated near ports of entry, but practitioners should be alert to this possibility in all schools. However, practitioners should always bear in mind that not all children who go missing from education have been victims of trafficking. For example, there may be instances of children from communities that move around – Gypsy, Roma, traveller or migrant families – who collectively go missing from school.

6.3 If a member of the school staff suspects that a child may have been trafficked they should act immediately to inform the senior member of staff with designated responsibility for child protection and ensure that police or local authority children’s social care are contacted immediately.

7 Further information on Risks Associated with Parent/Carer Mental Health

7.1 The majority of Parents who suffer mental ill-health are able to care for and safeguard their children and/or unborn child.

Some parents, however, will be unable to meet the needs and ensure the safety of their children. The school will follow the guidance outlined in ‘working with parents with mental health problems and their children (Think child, think parent, think family: a guide to parental mental health and child welfare).

7.2 Our approach is to recognise; seek support; instill preventive factors and monitor. Wirral Integrated Front Door can provide links and support with Wirral Adult Social Care if required. Designated teacher should seek support through TAF with family support but escalate to the Integrated Front Door if they are concerned that the child involved is being placed at immediate risk of harm.

8 Further information on Drugs and Alcohol

8.1 Children can be at risk of drugs and alcohol directly and indirectly.

They may be at direct risk of having access to these substances (see guidance on gangs) or indirectly because they affect family life at home through use by parents/carers, siblings, child-minders etc.

9 Honour Based Violence and Forced Marriages

9.1 Honour Based Violence and Forced Marriage refers to a collection of practices used to control behaviour within families to protect perceived cultural or religious beliefs and honour. Violence can occur when offenders perceive

that a relative has shamed the family or community by breaking their 'code of honour'. Honour Based Violence cuts across all cultures and communities: Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, South and Eastern European for example. This is not an exhaustive list. Where a culture is heavily male dominated, HBV may exist.

- 9.2 'A forced marriage is a marriage in which one or both spouses do not (or, in the case of some vulnerable adults, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.'

- 9.3 For more information see;

<http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage/>

<http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage/case-studies/safer-schools-partnership>

<http://www.karmanirvana.org.uk/>

10 Further information on Domestic Violence

- 10.1 The cross-government definition of domestic violence and abuse is:
Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:
- psychological
 - physical
 - sexual
 - financial
 - emotional
- 10.2 In Wirral MARAC unit and Operation Encompass was developed in order to provide a multi-agency response to referrals of domestic abuse where children are involved, and to offer early intervention and support to the victims and children. The cases discussed at MARAC are ones where children are not already open to Social Care.
- 10.3 If professionals become aware that a child or young person is witnessing domestic abuse they should always follow their child protection process. The definition of harm (Children Act 1989) was amended by the Adoption and Children Act 2002 to include impairment suffered from seeing or hearing the ill-treatment of another. Domestic Abuse falls into this category.

11 Further Information on Preventing Radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

11.1 Prevent

From 1 July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015")

Schools must have regard to statutory PREVENT GUIDANCE issued under section 29 of the CTSA 2015.

Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools' responsibility to the need to prevent people from being drawn into terrorism."

This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes:

- risk assessment,
- working in partnership,

- staff training
- IT policies.

Schools are expected to **assess the risk** of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. **It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.**

The Prevent duty builds on **existing local partnership arrangements**. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).

The Prevent guidance refers to the importance of Prevent **awareness training** to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. *As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.*

Schools must ensure that children are safe from terrorist and extremist material when **accessing the internet** in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

Further information and guidance is available on the WSCB website:

<https://www.wirralsafeguarding.co.uk/radicalisation-and-extremism/>

The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

11.2 Channel

School staff should understand when it is appropriate to make a referral to the Channel team. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges are required to have regard to Keeping Children Safe in Education and, as partners, are required to cooperate with local Channel panels.



12 FURTHER INFORMATION ON MANAGING ALLEGATIONS AGAINST SCHOOL STAFF

12.1

The Local Authority Designated Officer for Allegations (**LADO**) **must be told of allegations against adults working with children and young people within 24 hours.** Chairs of Governors should refer to this guidance if there is an allegation against the headteacher. This includes all cases where a person is alleged to have:

- behaved in a way that has harmed, or may have harmed a child
- possibly committed a criminal offence against, or related to, a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children

12.2





The Local Authority Designated Officer for Allegations (LADO) in Wirral is:



Suzanne Cottrell.

• call **0151 666 4582**

• email suzannecottrell@wirral.gov.uk

If judged appropriate during the initial contact with the LADO, an Allegations Referral Form must be completed by the senior manager in full and forwarded to the LADO via email within 24 hours.

Allegations Referral Form to fill in and send to : suzannecottrell@wirral.gov.uk	 LADO allegations referral form.doc
WHAT TO DO IF YOU RECEIVE AN ALLEGATION AGAINST A STAFF MEMBER : the first five minutes	 Safeguarding_employers.pdf
This leaflet is :What happens when an allegation has been made about you?	 669 Safeguarding_employ
This leaflet is to give to parents /carers “You are receiving this leaflet as information has been received which alleges the child or young person you care for may have been harmed by an adult working in a position of trust.”	 669 Safeguarding_parent

LADO 2 Closure Form	 LADO 2 Form - Closures.pdf
LADO process poster for professionals	 WSCB LADO Poster for Professionals FIN

For more information please see the WSCB website:

<https://www.wirral safeguarding.co.uk/professionals/lado-allegations/>

13 Further information on a Child Missing from Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

13.1 A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

13.2 Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

13.3 All schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by an appropriate medical practitioner as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or, have been permanently excluded.

13.4

- All schools (including academies and independent schools) must notify their local authority when they are about to remove a pupil's name from the school admission register under any of the fifteen grounds listed in the regulations. Schools should contact the Admissions section: Tel: 0151 666 4600.

This duty does not apply when a pupil's name is removed from the admission register at standard transition points – when the pupil has completed the final year of education normally provided by that school – unless the local authority requests that such returns are to be made.

- When removing a pupil's name, the notification to the local authority must include: (a) the full name of the pupil, (b) the full name and address of any parent with whom the pupil normally resides, (c) at least one telephone number of the parent, (d) the pupil's future address and destination school, if applicable, and (e) the ground in regulation 8 under which the pupil's name is to be removed from the admission register.
- Schools must make reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the pupil's name from the register if the deletion is under regulation 8(1), subparagraphs (f)(iii) and (h)(iii)
- All schools must also notify the local authority within five days of adding a pupil's name to the admission register at a non-standard transition point. The notification must include all the details contained in the admission register for the new pupil. This duty does not apply when a pupil's name is entered in the

admission register at a standard transition point – at the start of the first year of education normally provided by that school – unless the local authority requests that such returns are to be made.

- When adding a pupil's name, the notification to the local authority must include all the details contained in the admission register for the new pupil.

Please note that for the vast majority of schools [those publicly funded] duties in relation to leavers and new starters are fulfilled by completing the relevant fields in school's SIMS system which is then uploaded into the Council's Capita ONE System, usually on a weekly basis.

Queries in relation to the Capita ONE system should be referred to Jane Cowden [Team Manager, Data Information Team, Tel. 666 4362. E-mail: janecowden@wirral.gov.uk]

Queries in relation to school transfers may be referred to Sally Gibbs [Team Manager, School Admissions Team, Tel. 666 4600. E-mail: sallygibbs@wirral.gov.uk]

Referrals for Children Missing from Education should be made to Karen Barry [CME Officer, Tel. 666 4966. E-mail: karenbarry@wirral.gov.uk]

Queries in relation to school attendance and Elective Home Education may be referred to Mike Clarke [Team Manager, Education Social Welfare Service, Tel. 666 4934. E-mail: mikeclarke@wirral.gov.uk]

14 FURTHER INFORMATION ON ESCALATION PROCEDURES

Headteacher/Safeguarding Lead in school is unhappy with the response or decision from another agency regarding the safeguarding of a child and attempts to resolve it have not been successful.

Within one day the Headteacher/Safeguarding Lead should contact David Robbins who will provide details of the manager of the service with which there is disagreement.

If the Headteacher/Safeguarding Lead /Consultant HT are still dissatisfied with the outcome **within one day** they will escalate to David Robbins, WSCB Business Manager, who will inform the WSCB executive and Chair.

- 14.1 Forms should be completed and returned to David Robbins, WSCB Business Manager. Forms are embedded in this document:

http://wirrallscb.proceduresonline.com/chapters/p_esc_ch_soc.html

15 FURTHER INFORMATION ON PRIVATE FOSTERING

Private fostering is when a child under the age of 16 (under 18 if SEND) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or

more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

Where schools and colleges have not been involved in making the arrangement but a member of staff or volunteer at a school or college becomes aware that a pupil may be in a private fostering arrangement, where a child under the age of 16 (or 18 if SEND) is provided with care and accommodation by someone to whom they are not related in that person's home, they should raise this in the first instance with the designated senior person for Safeguarding. The school or college should notify CADT / MASH of the circumstances, and CADT / MASH will check that the arrangement is suitable and safe for the child.

<https://www.wirralsafeguarding.co.uk/private-fostering/>

16 FURTHER INFORMATION ON ONLINE SAFETY

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation- technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of, or causes, harm

16.1 Filters and monitoring

Governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school or colleges IT system. As part of this process governing bodies and proprietors should ensure their school has appropriate filters and monitoring systems in place; together with appropriate testing mechanisms. Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them a safe environment in which to learn, governing bodies and proprietors should consider the age range of their pupils, the number of pupils, how often they access the schools IT system and the proportionality of costs Vs risks.

The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part by the risk assessment required by the Prevent Duty.

Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place; they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

17 FURTHER INFORMATION ON PRE-APPOINTMENT CHECKS

All new appointments

- 17.1** Any offer of appointment made to a successful candidate, including one who has lived or worked abroad, must be conditional on satisfactory completion of the necessary pre-employment checks.
- 17.2** When appointing new staff, schools and colleges must
- verify a candidate's identity. Identification checking guidelines can be found on the GOV.UK website;
 - obtain (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity);
 - obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
 - the school needs to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2009.
 - verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role;
 - verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, then prospective employers, or volunteer managers, should follow advice on the GOV.UK website;
 - if the person has lived or worked outside the UK, make any further checks the school or college consider appropriate and
 - verify professional qualifications, as appropriate.
 - Carry out prohibition check for all staff with QTS

Further guidance can be found in Keeping Children Safe in Education Pg. 26

18 FURTHER INFORMATION ON SINGLE CENTRAL RECORD

Single central record

- 18.1** Schools and colleges must keep a single central record. The single central record must cover the following people:
- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school: in colleges, this means those providing education to children; and

- The information that must be recorded in respect of staff members (including teacher trainees on salaried routes) is whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:
- an identity check;
- a barred list check;
- an enhanced DBS check/certificate;
- a prohibition from teaching check;
- further checks on people who have lived or worked outside the UK; this would include recording checks for those EEA teacher sanctions and restrictions
- a check of professional qualifications; and
- a check to establish the person's right to work in the United Kingdom.

18.2 For supply staff, schools should also include whether written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff, and the date that confirmation was received

18.3 Maintained school governors

Governors in maintained schools are required to have an enhanced criminal records certificate from the DBS. It is the responsibility of the governing body to apply for the certificate for any of their governors who does not already have one. Governance is not a regulated activity and so they do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity

18.4 The SCR shall be updated in the light of any further legislation. In this school the SCR is maintained by Carol Stading.

Actions where there are concerns about a child

Staff have concerns about a child

School / College action

Other agency action

Member of staff informs Designated Safeguarding Lead of concern

School / college takes relevant action

Designated Safeguarding Lead submits a "Request for Services" (and calls police if appropriate)
This includes early help.

Within one working day The Integrated Front Door makes decision about type of response required

**No formal assessment required.
Referrer informed.**

**Section 17 enquiries is appropriate.
Referrer informed.**

**Section 47 enquiries is appropriate.
Referrer informed.**

**Child in need of immediate protection.
Referrer informed**

**No formal assessment required.
Referrer informed and / or Early Help identified**

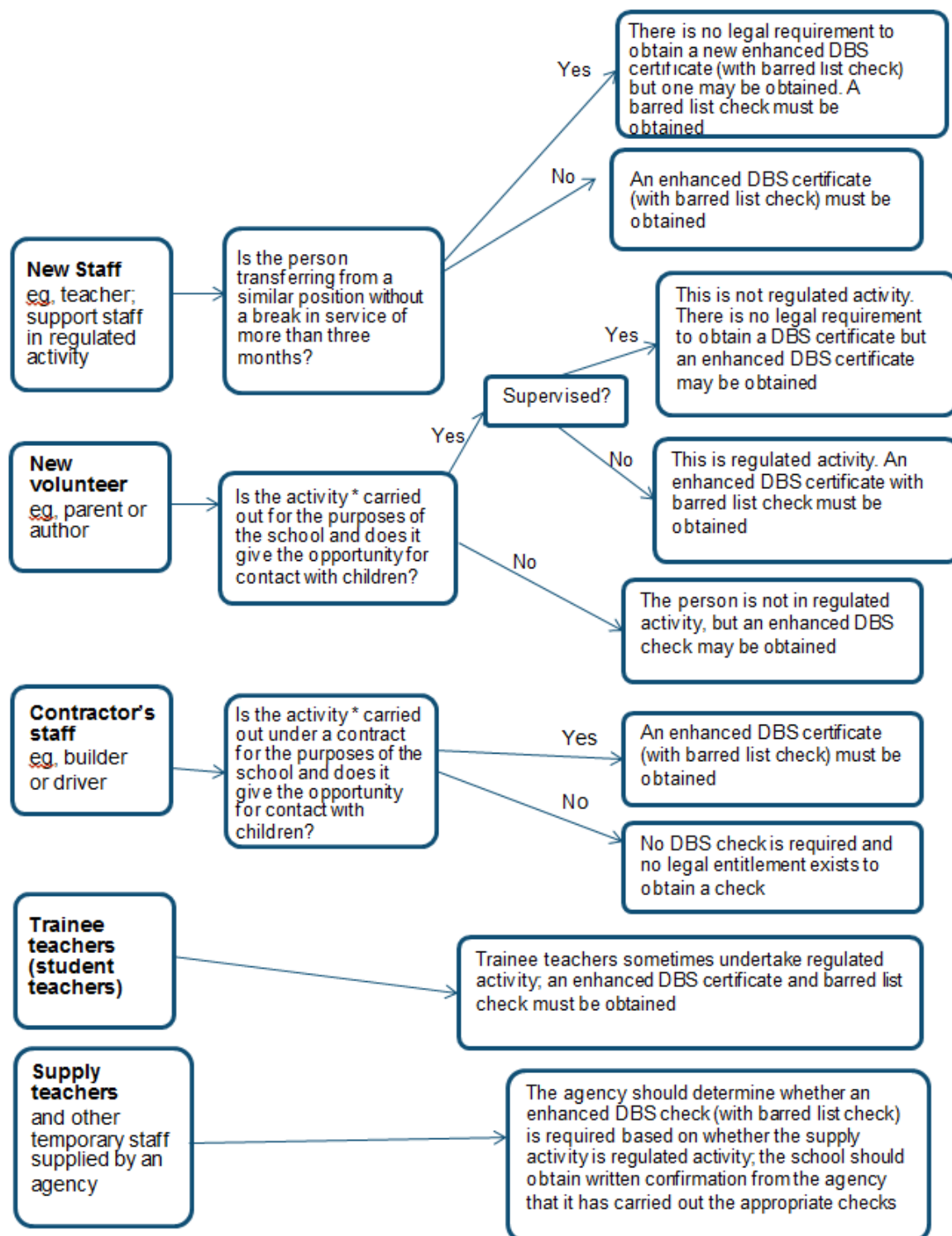
Identify if child in need and offer appropriate support.

Identify child at risk of significant harm: possible Child Protection Plan

Appropriate emergency action taken by social worker, police or NSPCC.

At all stages, staff should keep the child's circumstances under review and re-refer if appropriate, to ensure child's circumstances improve – the child's best interests must always come first.

Flowchart of Disclosure and Barring Service criminal record checks and barred list checks



* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'

Poulton Lancelyn Primary School

HEALTH AND SAFETY POLICY & GUIDANCE

**Wirral Local Authority
HS/ECS/002**

DATED: September 2017

Replaces Document dated Sept 2014

School's Framework Health and Safety Policy and Guidance
HS/ECS/002 September 2017

Date	Amendments	Officer
12/08/17	Web links removed, introduce HSMS, general review . New Appendices- <ul style="list-style-type: none">• Governors /SLT annual Health & Safety Inspection Checklist (Sept 2017 v1)• Training Matrix• Statutory Maintenance and Inspection Guide for Schools Aug 2017 v1	Jeanne Fairbrother

Contents

Health & Safety Management system- introduction	44
1. Introduction	46
1.1. Health and Safety at Work etc Act 1974	46
1.2.General statement of intent	46
2. ORGANISATION	46
2.2. Responsibilities of the Governing Body	47
2.3. Responsibilities of the Head Teacher	47
2.3. Responsibilities of Employees (including supply staff)	49
2.4. Management Chain- health and safety responsibilities organisation chart	50
2.5. Consultation Procedures	50
2.5.1 Local Authority	50
2.5.2. School	51
2.6. Responsible Persons	51
3. ARRANGEMENTS	53
3.1. Accident Reporting	53
3.1.2. Reporting to the Health and Safety Executive (HSE)	53
3.2. Asbestos	54
3.3. Chemical Safety- Control of substances hazardous to health (COSHH)	56
3.4. Contractors	57
3.5. DSE - Display Screen Equipment	58
3.6. Educational Visits	58
3.7. Safe use of Portable Electrical Appliances and Fixed Electrical Systems	59
3.8. Emergency Planning	59
3.9. Extended Schools and Lettings	60
3.10. Fire	60
3.11.First Aid	62
3.11.1. Transport to hospital	63
3.11.2. First Aid away from School Premises	63
3.11.3. Clinical Waste	63
3.12. Housekeeping	64
3.12.2. Inspections	65
3.13. Legionella	67
3.14. Lighting	67
3.15. Lone working	68
3.16. Manual Handling	68
3.17. Management of Medicines	69
3.19 New and Expectant Mothers	70
3.20 Noise and Vibration	70
3.22.1 General Risk Assessments	71
3.22.1 Curriculum Activities	72
3.22.2 Non-curriculum Activities	72
3.23 Security	73
3.24 Stress Management	73
3.25 Training	74
3.27 Vehicles on site and use of private vehicles	75
3.28 Work at Height –use of ladders and step ladders	77
3.29 Tree safety and grounds maintenance	77

3.30	Work Equipment	78
3.30.1	External play equipment	79
3.30.2	Inspection and testing of plant and equipment	79
3.30.3	Curriculum	79
	Appendices	81

Health & Safety Management system- introduction

Your school's health & safety policy is the start of your Health & Safety Management System (HSMS). The purpose of a HSMS is to ensure that all relevant health and safety requirements are identified and that there is a structure in place for carrying them out to the correct standard and the required frequencies.

The HSMS promotes a cyclical approach to health and safety management that operates over an annual basis and is then repeated, with the aim of continually improving health and safety in the school.

Health and safety management requirements and statutory inspection and maintenance requirements that need to be met by schools are presented in the various sections of the HSMS.

The diagram below shows a pictorial representation of the Health and Safety Management System or *management cycle*.

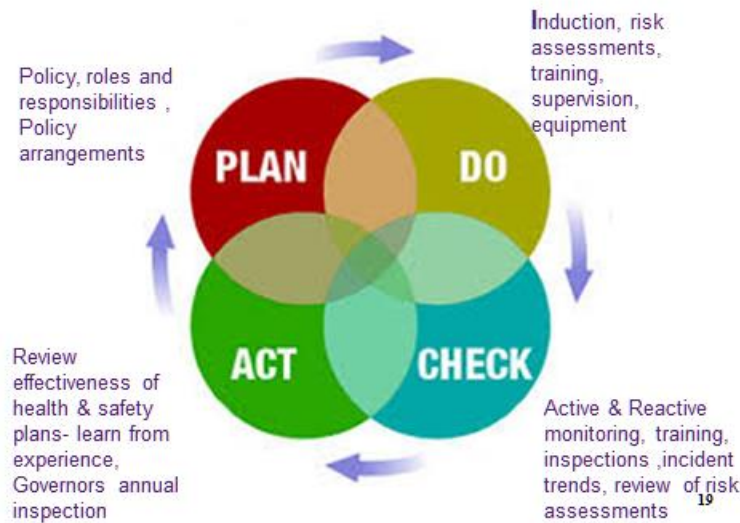


Figure 1: Health and Safety Management System (HSMS)

- In the **policy** (Plan) stage schools are stating what it is they are going to do with regards to health and safety and ensuring that they have a management structure in place to achieve this (roles and responsibilities). They are making a commitment.
- In the **planning and implementation** (Do) phase, schools are **doing** what they stated they would do.
- In the **monitoring** (Check) phase, schools are **checking** to ensure they are doing what they said they would do. The Health & Safety Team will audit on a rolling schedule and provide action plans to further aid improvements to the school's HSMS.
- In the **evaluating and reviewing** (Act) phase, schools are looking at their overall health and safety performance over the year(successes and failures) and then **acting** upon the findings to ensure

their policy, arrangements and organisation are modified in order to build on successes and iron out failures.

SCHOOLS' FRAMEWORK HEALTH AND SAFETY POLICY

Poulton Lancelyn Primary School

Introduction

1.1. Health and Safety at Work etc Act 1974

This Act places a duty on all employers to safeguard so far as is reasonably practicable the health, safety and welfare of all their employees. In addition to this, duties extend to cover the health and safety of persons not employed but who may be affected by the work activities undertaken such as pupils, visitors, contractors, etc.

The Authority retains the above responsibilities under local management of schools as an employer in the same way the Governing Body of Academies, Aided and Trust schools but, it is important to realize that all employees have legal duties under the Health and Safety at Work Act, to co-operate with their employer so far as is reasonably practicable to ensure a safe and healthy place of work. This local Statement of Safety Policy is not intended to replace the Wirral Local Authority's Policy but to detail individual schools' Arrangements and Organisation for Health and Safety.

1.2. General statement of intent

The Governing Body of Poulton Lancelyn Primary School will strive to achieve the highest standards of health, safety and welfare consistent with their responsibilities under the Health and Safety at Work etc Act 1974 and other statutory and common law duties to provide a safe and healthy work place and working environment for all its employees, pupils, visitors and other persons who maybe affected by its activities.

The Head teacher and Governing Body will take all reasonable steps to ensure that the Authority's Safety Policy is implemented and, that Local Authority's Policy and Guidance Documents are followed and monitored throughout the school.

This policy will be brought to the attention of, and/or issued to all members of staff on induction and annual refresher at the start of each school year.

It is essential for the success of this Safety Policy that all employees recognise their responsibilities under Sections 7 and 8 of the Act in co-operating with management on health and safety issues and taking care of themselves and other persons whilst at work.

The Health and Safety Policy will be reviewed on an annual basis.

Signed: S. Seabra (Chair of Governors) Date: 15.11.17

Signed: C. Arnold (Head teacher) Date: 15.11.17

2. ORGANISATION

As the employer, the Local Authority has overall responsibility for health and safety in Community Schools, Community Special Schools, Voluntary Controlled Schools, Maintained Nursery Schools and Pupil Referral Units.

In Foundation/Trust Schools, Foundation/Trust Special Schools, Voluntary Aided Schools, Academies and Independent Schools, the responsibility for health and safety rests with their employer, The Governing Body.

To achieve successful implementation of the safety policy there should be clear lines of communication throughout the organisation.

Whilst the ultimate responsibility for health and safety remains with the employer a wide range of functions may successfully be delegated to the Head teacher, but the duty to comply with statutory requirements cannot be delegated away from the employer.

2.2. Responsibilities of the Governing Body

- a) Formulating a Health and Safety statement detailing the responsibilities for ensuring health and safety within the establishment;
- b) Reviewing the establishment's health and safety policy and performance annually, using the Governor's Inspection Checklist or similar and returning this and the resulting action plan to the Health & Safety Team;
- c) Regularly reviewing health and safety arrangements and implementing new arrangements where necessary;
- d) Providing appropriate resources within the establishment's budget for the implementation of the attached arrangements;
- e) Receiving from the Head Teacher or other nominated member of staff reports on health and safety matters and reporting to the Local Authority or other body as necessary.
- f) Promoting a positive health and safety culture and high standards of health and safety within the establishment.

2.3. Responsibilities of the Head Teacher

Overall responsibility for the day-to-day management of health and safety in the school rests with the Head Teacher.

As manager of the establishment and of all the activities carried on within it, the Head Teacher will advise Governors of the areas of health and safety concern which may need to be addressed by the allocation of appropriate resources, e.g. time, effort, finance.

The Head Teacher has responsibilities for:

- a) Communicating the policy to all relevant parties, including support, temporary and supply staff, contractors and third party users;
- b) Ensuring that the school has a defined system in place for undertaking suitable and sufficient risk assessments;
- c) The implementation and monitoring of the establishments health and safety arrangements which form part of this policy;

- d) Ensuring all staff are provided with suitable and sufficient information, instruction and training on health and safety issues;
- e) Ensuring that the establishment has emergency procedures in place and has a Business Continuity Plan for emergency and crisis situations. The school will schedule table top exercises to simulate emergency situations to assess the effectiveness of the emergency plan and amend as required.
- f) Reporting to the Local Authority (where they are the employer) any hazards which cannot be rectified within the establishment's budget;
- g) Ensuring that the premises, plant and equipment are maintained in a serviceable condition;
- h) The provision of appropriate health and safety information to Governors;
- i) Ensuring consultation arrangements are in place for staff and their trade unions/professional association representatives.

The Head teacher may choose to delegate certain tasks to other members of staff. It is clearly understood by everyone concerned that the delegation of certain duties will not relieve the Head teacher from the overall day to day responsibilities for health and safety within the establishment.

Responsibilities of other teaching staff/non-teaching staff holding posts of special responsibility, e.g. Deputy Head Teacher, Safety Coordinator, Heads of Department, Premises Managers, etc.

Guidance:

- *Apply the school's health and safety policy to their own department or area of work and be directly responsible to the head teacher for the application of the health and safety procedures and arrangements;*
- *Maintain or have access to an up-to-date library of relevant published health and safety guidance from sources including the Local Authority, CLEAPSS, DATA, DfE, Association for Physical Education, etc, and ensure that all members of the team are aware of and make use of such guidance;*
- *Ensure suitable and sufficient risk assessments are undertaken for the higher risk activities undertaken by staff and pupils for which they are responsible and that appropriate control measures are implemented. Ensure these risk assessments are shared with staff carrying out the activities.*
- *Ensure that appropriate safe working procedures are brought to the attention of all staff under their control;*
- *Provide suitable forums to allow staff to raise and discuss health, safety and welfare issues. Issues which cannot be resolved to a satisfactory conclusion in accordance with statutory requirements, Local Authority Guidance, National Standards and best practices should be referred to the Head Teacher;*
- *Carry out regular inspections of their areas of responsibility to ensure that equipment, furniture and activities are safe and record these inspections where required;*
- *Ensure, so far as is reasonably practicable, the provision of sufficient information, instruction, training and supervision to enable other employees and pupils to carry out their activities in a safe manner.*
- *Ensure that all accidents (including near misses) occurring within their department are promptly reported and investigated using the Local Authority's Incident Report Form (M13);*

- *Arrange for the repair, replacement or removal of any item of furniture or equipment which has been identified as unsafe.*

2.3. Responsibilities of Employees (including supply staff)

Under the Health & Safety at Work Etc. Act 1974 all employees have general health and safety responsibilities. Staff must be aware that they are obliged to take care of their own health and safety whilst at work along with that of others who may be affected by their actions.

All employees of the establishment have the responsibility to:

- Take reasonable care for the health and safety of themselves and others in undertaking their work.
- Comply with the school's health and safety policy and procedures at all times
- Report all accidents and incidents in line with the Local Authority's reporting procedures;
- Cooperate with school management on all matters relating to health and safety;
- Not to intentionally interfere with or misuse any equipment or fittings provided in the interests of health, safety and welfare;
- Report all defects in the condition of premises or equipment and any health and safety concerns immediately to their Line Manager;
- Report immediately to their Line Manager any shortcomings in the arrangements for health and safety;
- Ensure that they only use equipment or machinery that they are trained, competent and authorised to use.
- Make use of all necessary control measures and personal protective equipment provided for safety or health reasons.

2.4 Responsibilities of pupils

All pupils will be responsible for:

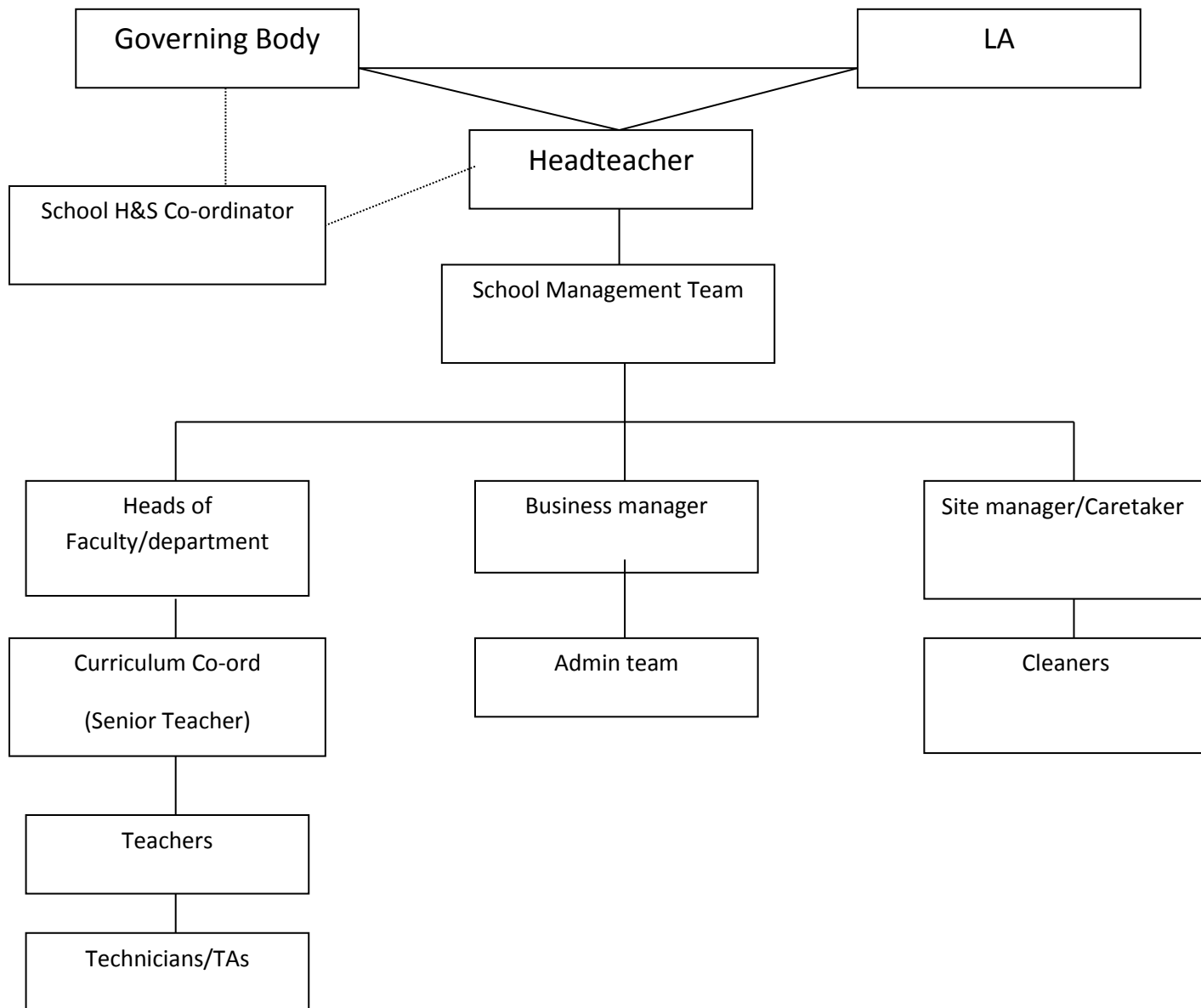
- Complying with school rules and procedures
- Taking reasonable care of themselves
- Co-operating with their teachers and other school staff
- Using equipment and substances in the manner in which they are instructed
- Not misusing anything provided for the purposes of health and safety
- Reporting anything they believe to be hazardous or dangerous to their Teacher/Form Tutor/Head teacher.

Wirral Council's statement of intent, organisation, and responsibilities are published on the Council Intranet.

2.4. Management Chain- health and safety responsibilities organisation chart

Guidance:

Schools health and safety responsibilities organisation chart (example below can be adapted)



2.5. Consultation Procedures

The following forums are in place at which Health and Safety issues can be raised by any employee associated with the school;

2.5.1 Local Authority

APT&C JCC

Agenda items to be sent to Mrs A Houghton, HR Officer, Wallasey Town Hall, South Annexe.

audreyhoughton@wirral.gov.uk

2.5.2. School

- i. Health and Safety Committee or Governors sub-committee ie Buildings, premises
- ii. Staff meetings
- iii. PTA
- iv. Departmental meetings

Guidance:

Health and Safety is discussed at the beginning of every Staff Meeting, on a fortnightly basis at SMLT meetings, at Governor meetings once per half-term and monthly consultation meetings with Site Manager and School Office Administrator.

All Health and Safety Information, Policy and Guidance Documents and associated literature are kept *in the School Office*

2.6. Responsible Persons

The following people have been identified to carry out a number of Health and Safety functions:

Health and Safety Function	Name/Position
1. Holding Health and Safety Documents, Authority's Guidance etc	School Office
2. Accident Reporting, Incident Reporting	Claire Arnold (Headteacher), Sarah Collins (Deputy Head)
3. Management of Asbestos	Nick Brew (Site Manager)
4. First Aid	Nissa Couhll/Jane Cahill/Jan Bridge (Medical Leads)
5. Fire Precautions; Drills, Exits, Extinguishers	Nick Brew (Site Manager)
6. Building Maintenance (Control of Contractors)	Jo Gould (Business Manager), Nick Brew (Site Manager)
7. Safety Inspections	Nick Brew (Site Manager), Claire Arnold (Headteacher), Governors
8. Health & Safety Training- WAH, Manual Handling (inanimate & people), De-escalation, Team Teach etc.	Claire Arnold (Headteacher), Sarah Collins (Deputy Head)
9. Purchasing Equipment and Products	Claire Arnold (Headteacher), Jo Gould (Business Manager)
10. Security, Out of Hours Lettings	Nick Brew (Site Manager), Claire Arnold (Headteacher), Jo Gould (Business Manager)
11. Educational Visits Coordinator (EVC)	Sue Haworth (Assistant Head), Claire

12. Risk Assessment Management	Arnold (Headteacher) Class Teachers, Claire Arnold (Headteacher), Sarah Collins(Deputy Head)
13. Management of water hygiene	LA Hertal Contract

Guidance:

The above list is not exhaustive, please add or delete responsibilities as necessary.

2.7. Emergency Contacts

In case of an emergency outside of school hours.

i) Head Teacher: Claire Arnold Address: 1 Dorchester Park, Noctorum, Wirral, CH439HD
ii) Deputy Head: Sarah Collins Address: 17 Church Road, West Kirby, CH48 ORL

iii) Site Manager: Nick Brew Address: 118 Borrowdale Road, Moreton, CH46 0RQ
iv) Chair of Governors: Suzanne Seabra Address:

Other useful numbers:

Community Patrol
Community Patrol 24 hour contact
Health, Safety & Resilience Team
Facilities Management Help Desk
Arrowe Park Hospital
Health and Safety Executive
Infection control
Public Health England

606 5441
666 5265
606 2071
666 5624
678 5111
0161 952 8200
0151 604 7750
0344 225 0562 opt 1 opt 1

3. ARRANGEMENTS

3.1. Accident Reporting

In accordance with the Reporting of Injuries, Diseases & Dangerous Occurrences Regulations 2013 and Local Authority guidance the governing body and headteacher will report :

- Accidents, dangerous occurrences, and near misses on the standard Local Authority Incident and Dangerous Occurrence Report (M13) form.
- Violent incidents and verbal abuse on the standard Local Authority Incident Report (MV92) Form.

Copies of these forms are available from the *School Office*

The Head teacher will countersign the report form before the original copy is sent to the CYPD's Health & Safety Section. A copy should also be retained at the establishment.

Individual accident report forms (*located in the School Office*) are used to record all minor incidents to children and young people and school staff. More significant incidents and those involving visitors, contractors and members of the public must be reported to CYPD's Health & Safety Section using the forms described above.

Accident statistics will be monitored for trends and a report made to the Governors/Senior Management Team, as necessary.

The Head teacher/Centre Manager or their nominee will investigate accidents and take remedial steps to avoid similar instances recurring. Faulty equipment, systems of work, plant, equipment, fittings etc. must be reported and attended to as soon as possible.

Recording non-reportable near misses is *not* a statutory requirement but doing so and using the information provided is good safety management practice as reviewing the report (at the time and/or periodically) may help to prevent a re-occurrence. Recording these near misses can also help identify any weaknesses in operational procedures as deviations from normal good practice may only happen infrequently but could have potentially high consequences.

A review of near misses over time may reveal patterns from which lessons can be learned. Where a review of near miss information reveals that changes to ways of operating, risk assessments or safety management arrangements are needed, these changes should be put into effect.

3.1.2. Reporting to the Health and Safety Executive (HSE).

In the event of:

- a fatality or major injury;
- these incidents will be reported immediately to the Health, Safety & Resilience Team on 606 2364, who will notify the appropriate enforcing authority, Health & Safety Executive.

RIDDOR (Staff) Certain injuries, absence MUST be reported to the Health & Safety Executive	Work related deaths, major injuries (<i>Any fracture (except fingers, thumbs or toes), loss of sight, any amputation or dislocation, any injury from electric shock or electric burn</i>), work related diseases (<i>must have a doctors note which confirms the diagnosis</i>), a work related injury which results in hospitalisation (<i>whether for treatment or observation</i>). Over 7 day injury category, where an employee is away from work or unable to perform their normal work duties for more than 7 consecutive days (<i>excluding the day of the accident</i>). Contact Health & Safety Team for more information
RIDDOR (Non staff) Where a visitor, contractor or other non-employee is injured on council premises or elsewhere and is taken from the scene to a hospital.	The guidance requires <u>that in addition to being taken to hospital</u> , the accident must arise 'out of or in connection' with work. The factors determining this are whether the accident was caused by the manner of conducting our undertaking e.g. supervision, safe systems of work, competence of employees or was attributable to the condition of the equipment or premises. E.g. unsafe conditions, poor condition of premises.
Lost Time Accidents (Staff)	Accidents which prevent the injured person from continuing their normal work for more than seven days (not including the day of the accident but including weekends and rest days). Must be reported within 15 days

See WESCOM for further guidance

- Health & Safety Management Arrangements for Accident and Incident Reporting and Investigation
- M13
- MV92

3.2. Asbestos

In accordance with the control of Asbestos at Work Regulations 2012 the governors and head teacher will ensure:

- A current and valid asbestos management survey has been carried out (via Wirral Council Asset Management Team) or other contractor.
- The responsible person for asbestos within the school is Nick Brew
- All remedial actions have been carried out.
- The asbestos register is held in the *School Office* and will be made available to all staff ,visiting contractors and their employees prior to carrying out inspections, maintenance, repair or

construction activities. This includes even small jobs such as installing telephones or computers, putting up shelving, display boards or installing security services.

- If following reference to the asbestos register works are to be carried out on a surface or area known to contain asbestos, staff or the contractor must not start work and inform their supervisor. The appointed asbestos manager will then review the method statement so as to ensure no fibres are released during the maintenance task and issue the authority to work. All such works will be recorded in the onsite asbestos plan.
- Managers minimise the potential for accidental exposure when work is to commence on assumed or identified asbestos that is not licensable works by controlling working methods of staff and contractors through the completion of a risk assessment and a permit to work.
- The asbestos log is maintained and that any changes are notified to Wirral Council, Asset Management Team immediately.
- The school and all employees are clear on the location of asbestos containing materials (ACM) remaining in situ and the limitations of their management survey Areas such as those above 3m in height, ceiling voids, etc. will not have been surveyed and thus asbestos should be presumed to be present in such areas until confirmed otherwise.
- **All** work on the fabric of the building or fixed equipment by school staff or contractors is entered in the asbestos register and signed by those undertaking the work.
- Staff have received the information and training needed for them to understand the risks to health from asbestos exposure and keep records of the instruction and training given to staff, building users and contractors.
- An annual visual inspection of asbestos containing materials on site is conducted, recorded in the asbestos log and a copy sent to the Local Authority's Asbestos Management Team, Construction Maintenance and Facilities, Cheshire Lines, (0151 606 2353). Copies of these checks will be kept in the onsite Asbestos Register and be available for inspection.
- All completed signing in sheets will be retained for future inspection Corporate retentions policy 40 years)
- Any damage to materials known or suspected to contain asbestos should be reported to *Steve Johnson* who will contact the Local Authority's Asbestos Management Team, Construction, Maintenance and Facilities, 0151 606 2353).
- Any contractor who is suspected to be carrying out unauthorised work on the fabric of the building must be reported to *the Claire Arnold (Headteacher) ,Nick Brew (buildings manager), or school office*

* Schools who do not buy the Asset Management SLA must be able to display they have an asbestos management system in place and are meeting the requirements of the HSE's Approved Code of Practice and guidance Managing and working with asbestos (Control of Asbestos Regulations 2012.)

- **Under no circumstances must staff drill or affix anything to walls without first obtaining approval from the responsible person for managing asbestos in school *Steve Johnson***

See WESCOM for further guidance

- Health and Safety Management Arrangements Asbestos in the Workplace

Please contact Asbestos Technical Officer for further advice 0151 606 2353.

3.3. Chemical Safety- Control of substances hazardous to health (COSHH)

Under the Control of Substances Hazardous to Health Regulations 2002 the governors and head teacher have a responsibility to ensure:

- Hazardous substances and cleaning materials are sourced from an approved supplier in order to ensure non-hazardous substances or substances that present the lowest level of risk are used.
- There is an inventory of chemicals (e.g. cleaning and maintenance products, hazardous substances kept on site including science, biology, swimming pools etc.), reviewed annually.
- Relevant Manufacturers Safety Data Sheets available for all cleaning/maintenance substances and these have been communicated to those employees who use them.
- Employees using the substances are appropriately trained.
- substances identified as presenting a significant risk with a hazard symbol(for example, swimming pool chemicals) have a specific COSHH risk assessment completed
- All hazardous substances stored appropriately e.g. secured out of the reach of children and all containers clearly labelled and marked (e.g. flammable materials stored in appropriate flammables cabinet)
- Personal protective clothing (PPE) is issued, maintained, examined, and replaced when required. Records will be kept of issuing PPE (PPE1 form)
- If required health surveillance is available .

Guidance

Lessons where hazardous products are used a risk assessment is undertaken: Science and Design and Technology.

See WESCOM for further guidance

- Health and Safety Management Arrangements for Control of Substances Hazardous to Health (COSHH)
- PPE1 form

3.4. Contractors

The governors and head teacher recognise that the use of contractors in the school environment has the potential to introduce additional hazards and risks that are not normally present. To control the risks we have followed the guidance contained in Bulletin Sept 2016 (10/16) The Use of Contractors in the School Environment and also the Construction Design and Management regulations 2015 INDG411 Using Contractors a brief guide- which details clients' responsibility. This will ensure:

- The suitability and competence of the contractor is taken into consideration.(Construction line and CHAS)
- Detailed risk assessments and method statements are provided by the contractor for the requested works (contact Wirral Council Asset Management for schools buying AM SLA).
- They obtain a permit to work or permission to undertake works which may involve hot work, asbestos removal, use of hazardous substances etc
- Information, instruction and training is provided where necessary to contractors on anything which may affect their health and safety.
- The co-operation and communication between all parties involved, to ensure the health and safety of all the workplace and anyone who is likely to be
- All contractors must report to [school office / reception] where they will be asked to sign the visitors book and wear an identification badge.
- Contractors will be issued with guidance on fire procedures, asbestos management, local management health and safety arrangements and vehicle movement restrictions.

The Headteacher, The Business Manager & Caretaker (Nick Brew) is responsible for monitoring areas where the contractor's work may directly affect staff and pupils and for keeping records of all contractor work. This will include checking that

- Work is carried out in accordance with the risk assessment and method statement.
- They have sufficient knowledge of the work being undertaken in their building so that they can ensure the work is being managed and supervised.
- The contractor is escorted to their place of work and informed of local emergency procedures.
- They provide information including details of any risks that other parties could not reasonably know about [*see asbestos management*].
- They make staff aware of any works being undertaken and of any temporary hazards they may come into contact with.
- They report and accidents/incidents or near misses which contractors are involved in.
- They challenge any unsafe working practices.

If undertaking the role of Client under Construction (Design Management) Regulations 2015 the governors and head teacher will ensure they have received suitable awareness training in the requirements of CDM 2015.

See WESCOM for further guidance

- Health and Safety Management Arrangements for Selection and Control of Contractors Working on Council Premises.
- Bulletin Sept 2016 (10/16) The Use of Contractors in the School Environment
- INDG411 Using Contractors a brief guide HSE

3.5. DSE - Display Screen Equipment

The Headteacher, SLT and Business Manager are responsible for ensuring that all employees that are computer users complete the Display Screen Equipment Self-Assessment Checklist.

- Employees are considered to be computer users if DSE is normally used continuously for more than one hour every day as a significant part of their normal work
- Employees identified as DSE users shall be entitled to an eyesight test for DSE use every two years by a qualified optician (and corrective glasses if required specifically for DSE use).
- It is the responsibility of the Line Manager and individual to ensure that all remedial actions are completed within a reasonable time scale.

See WESCOM for further guidance

- Health and Safety Management Arrangements for Display Screen Equipment

3.6. Educational Visits

Well planned and executed educational visits provide our pupils with valuable experiences which enhance their learning at school. Providing a variety of 'real-life' opportunities for our children enables them to achieve a fuller understanding of the world around them through direct experience. Educational visits are an essential element of good practice.

Purposes

Educational Visits can provide stimulus and support to work being covered as part of the school curriculum. It may be that a visit provides an effective stimulus at the start of a unit of work; alternatively teachers may decide to use an educational visit at any time during a project to enhance and support the curriculum.

Wherever or whatever the venue, teachers should ensure that the educational benefits to the children are maximised.

Guidelines

The organisation of an educational visit is crucial to its success. With rigorous organisation and control, a visit should provide a rich, learning experience for the pupils.

EVOLVE is in use in Wirral Schools and in accordance with the Local Authority's Guidance for the Management of Learning Outside the Classroom (LOtC) and Offsite Visits, it is a requirement that all school's use the EVOLVE system.

The Educational Visits Coordinator will be required to implement the guidance as appropriate when the school undertakes offsite visits. **Outdoor Education Advisers' Panel** <http://www.oeap.info/>

3.7. Safe use of Portable Electrical Appliances and Fixed Electrical Systems

The Head teacher, Business Manager & Governors will ensure that portable and transportable (PAT) electrical equipment and fixed electrical systems are safe for use by employees and visitors. To accomplish this governors and the head teacher will ensure:

- There is an inventory of electrical appliances
- Portable and transportable electrical equipment is included in risk assessments
- All portable items of electrical equipment will be subject to PAT (portable appliance testing) in accordance with Local Authority Health and Safety Management Arrangements for Portable Appliance Testing and Inspection, conducted by *contractor*
- There are records of formal test/inspection results for all electrical appliances.
- Employees who operate electrical equipment carry out visual checks prior to use.
- Personal items of equipment (electrical or mechanical) will not be brought into the school without prior authorisation and subjected to the same tests as school equipment.
- Manufacturer's instructions are available for higher risk electrical equipment and these are shared with staff.
- The fixed wiring and electrical system is inspected by an electrical contractor on a five yearly basis and the inspection reports are available. All remedial actions are completed.

See WESCOM for further guidance

- Health & Safety Management Arrangements for Portable Appliance Testing

3.8. Emergency Planning

Definition: "An event – or events – usually sudden, which involve the experience of significant personal distress to a level which potentially overwhelms normal responses and procedures which is likely to have emotional and organisation consequences."

Governors and the head teacher will ensure there is an emergency management plan in place which firstly considers various types of emergency and how the school is placed to deal with them, and secondly to give the school community confidence when faced with a crisis.

Staff will be briefed on the contents of the school's emergency plan and their roles and responsibilities on induction and an annual refresher at the start of each school year.

Training and exercising can help ensure it is fit for purpose and that the procedures outlined in the plan for dealing with an emergency can be carried out effectively if an emergency does occur. The school will carry out a tabletop exercise, simulating an emergency situation, at least once per year.

It is the responsibility of all staff to ensure that they provide accurate contact details and notify (*Jo Gould*) immediately of any changes.

Guidance

Our School Emergency Plan is located in the School Office

The Local Authority has emergency plans that link in to a national strategy for dealing with crises and which include all the emergency services.

See WESCOM for further guidance

- Coping with a school emergency (DfE)

3.9. Extended Schools and Lettings

Governors and the head teacher will ensure any Lettings are managed by Gail Byrne following Local Authority Guidance.

See WESCOM for further guidanceHealth & Safety SLA

- Local Authority Guidance Document HS/ECS/061 “A Management Guide to Extended Services in and around Schools version 2 August 2016

Guidance

A separate risk assessment has been put in place to evacuate a child with severe Autism, as part of her EHCP.

3.10. Fire

Under the Regulatory Reform (Fire Safety) Order 2005 the governors and head teacher have a responsibility to ensure:

- Emergency preparedness has been covered within the school's health & safety policy.
- The school has an emergency plan which is shared with staff.
- A current fire risk assessment is located in *the fire folder* and reviewed on an annual basis. Or when there are changes to the building.
- Remedial actions identified in the Fire Risk Assessment have been completed and signed off. The Business Manager is the Responsible Person for Fire Safety and for ensuring the fire risk assessment is undertaken and implemented .
- Written fire/emergency procedures are made available to all staff and included in the establishment's induction process. An outline of evacuation procedures are made available to all contractors / visitors and are posted throughout the site.
- Fire plans have been drawn up to assist the fire and rescue service on arrival. These are retained in the fire logbook.

- Emergency exits, fire alarm call points, fire appliances and assembly points are clearly sign posted with signs conforming to the “Health & Safety (Safety Signs and Signals) Regulations 1996. The locations of the above are identified on the school’s site plan.
- Where activities are being provided by non-school/centre staff such as a third party provider, the school/centre will provide appropriate information, instruction and training on the establishment’s emergency procedures and emergency contact details.
- All staff are considered to be fire marshals as they have specific responsibilities for assisting the safe evacuation of children and young people in their charge.
- Fire drills are carried out termly and performance recorded on the Fire drill evaluation sheet and retained in the fire logbook.
- The school will maintain an inventory of all substances on site within the fire logbook and review this annually, indicating on plans their location within the building. All hazardous substances used in Science, Design Technology and Art must be stored in accordance with CLEAPSS guidance. www.cleapss.org.uk
- Displays- the Fire Authority recommends a maximum of 20% display of the total surface area, limiting display to 3m in length with a 1m fire break.
- All documentation relating to fire safety including inspection, service, maintenance, and repair records will be maintained in the school’s fire log book in Headteacher’s room
- Emergency contact and key holder details are maintained by *Head and Deputy Head* and provided to Wirral Community Patrol / remote call centre.

Jo Gould is the Responsible Person for ensuring the fire risk assessment is undertaken and implemented following guidance contained in the

[HM Government Fire Safety in Educational Premises Regulatory Reform \(Fire Safety\) Order 2005](#) and following Local Authority guidance.

Governors and the head teacher are responsible for ensuring that the following local checks are carried out and logged by Nick Brew (Caretaker)

- Weekly fire alarm call point tests
- Monthly check of emergency lighting
- Monthly Fire Marshal Inspection Checklist to include:

Governors and the head teacher are responsible for ensuring that the following inspection and maintenance requirements are carried out by a contractor and inspection records/certificates are available:

- Maintenance and service of the fire alarm system
- Maintenance and inspection of the emergency lighting and batteries, including full discharge test.
- Annual firefighting equipment inspection
- 6 monthly testing of fire shutters and annual maintenance

See WESCOM for further guidance:

- Health and Safety Management Arrangements for Fire Safety
- Coping with a School Emergency DfE
- Model fire plan

- Model fire risk assessment
- Fire logbook list of contents
- Fire drill evaluation sheet
- Personal Emergency Evacuation Plan guidance
- Fire Marshal checklist
- [HM Government Fire Safety in Educational Premises Regulatory Reform \(Fire Safety\) Order 2005](#)

3.11.First Aid

Governors and the head teacher are responsible for ensuring that adequate first aid provision and first aid facilities are in place in line with the requirements of the Health & Safety (First Aid) Regulations 1981.

First aid requirements must be determined through risk assessment and consideration given to provision during periods before and after the school day, during events, holidays and when lone working takes place.

The First Aid Coordinator *Nissa Coull* is responsible for regularly checking that the contents of first aid boxes are complete and replenished as necessary. A check should be made at least termly.

FIRST AID BOXES ARE LOCATED AT THE FOLLOWING POINTS:

Medical Room- main treatment point
All Teaching Assistants have medical 'bum-bags' for treatment of minor injuries

The following staff are available to provide first aid-

TRAINED TO FIRST AID AT WORK LEVEL:

Name	Training Provider	Date of Training	Refresher due date	Ext No
Nissa Coull	Cornerstone	15/9/16	September 2019	
Jayne Cahill	Cornerstone	15/9/16	September 2019	
Jan Bridge	Cornerstone	8/9/15	September 2018	
Andy Milne		March 2016	March 2019	
Anna Dingle		September 2015	September 2018	

TRAINED TO EMERGENCY AID LEVEL:

Name	Training Provider	Date of Training	Refresher due date	Ext No
Julia Simms	Cornerstone	19/1/17	January 2020	
Clair Dobson	Cornerstone	19/11/14	Nov 2017	
Margaret Barlow	Cornerstone	12/7/16	July 2019	
Pam Dutton	Cornerstone	19/1/17	January 2021	
Debbie Meehan	Cornerstone	12/7/16	July 2019	

TRAINED TO EARLY YEARS FOUNDATION STANDARD (EYFS) PAEDIATRIC FIRST AID):

Name	Training Provider	Date of Training	Refresher due date	Ext No
Clair Dobson	Cornerstone	Nov 2014	Nov 2017	
Lyn Hughes	Cornerstone	17/9/18	Sept 2021	

The Head teacher will ensure that First Aiders have a current certificate and that new persons are trained should first aiders leave.

3.11.1. Transport to hospital

Where the first aider or Head teacher considers that hospital treatment is required the school should summon the emergency services for transport by ambulance.

If, despite being fully appraised of the situation, the emergency service does not consider it necessary for transport by ambulance, but the school consider that further medical advice is required, the school should contact the pupil's next of kin. If the next of kin cannot be contacted and/or do not have access to own transport, the school can, **only** in these **exceptional** circumstances arrange to transport the injured person using their school staff transport.

Please note that that they must be accompanied by an additional responsible adult to support the injured person. A member of staff should stay with the injured child until their parents/guardians arrive at the hospital.

Please note:

All staff who are likely to use their own vehicles for business travel must have the appropriate business insurance, a valid MOT certificate (if required). It is the responsibility of the Head Teacher/ Business Manager to check these documents together with the individual's driving licence making note of any endorsements on an annual basis and maintain appropriate records. (Use CAR10 form or equivalent)

3.11.2.First Aid away from School Premises

A travel first aid kit is taken by an appointed member of staff when taking a group of children out of school.

3.11.3.Clinical Waste

In accordance with the "Duty of Care" - Code of Practice all swabs, tissues etc used for first aid treatment will be placed in the medical bin. (In First Aid Room)

Incontinence waste such as disposable nappies, stoma bag etc will be placed in the hazardous waste disposal unit. (In First Aid Room)

Items such as needles, syringes and other sharps will be placed in the "sharps bin" - (In First Aid Room)

Emergency Contact Numbers

NHS	111
Arrowe Park Hospital	0151 678 5111
School Nurse	0151 514 6683
Infection control Nurse	0151 604 7750
Public Health England	0344 225 0562 opt 1opt 1

See WESCOM for further guidance

- DfE First Aid in schools
- First aid in schools model risk assessment
- Health & Safety Management Arrangements for Infection Control
- Car 10 form

3.12. Housekeeping

All staff are responsible for ensuring good standards of housekeeping across the school. This will be checked by regular inspections of the site by the Headteacher and Governors.

It is the responsibility of all staff to maintain good standards of housekeeping across all areas of the school.

- Floors and Gangways:
 - Wet, greasy, dusty or dirty floors; spills or splashes of solids or liquids etc.
 - Unsuitable floor surface or covering; trailing cables; congestion; obstructions; inadequate lighting
- Furniture and Fittings
 - Check circulation routes are not impeded by the arrangement of furniture.
 - Check furniture is not damaged or unstable.
 - Check no furniture is in a dangerous condition, (rough wood, splinters, protruding screws, nails, loose components etc
- Storage
 - Check accessibility, are shelf mountings secure, are shelves overloaded, are bulky items stored at waist height – not at high or low level, is storage logical and tidy, are storage areas kept secure, is access equipment available for high shelves egg kick stool or step ladder
- Waste
 - Are there adequate containers for disposal of waste, are they emptied regularly, check for waste accumulating on escape routes

- Welfare Facilities
 - Is there adequate storage for coats, personal belongings are facilities for making refreshments and eating snacks kept clean and tidy, is food stored in appropriate containers
- Fire
 - Flammable materials will kept away from heat and ignition sources, stored in approved
 - Correctly labelled containers.
 - Fire exits, call points, fire extinguishers clearly marked, and free from obstruction.

3.12.2. Inspections

Proactive monitoring involves actively looking for hazards and identifying risks on a regular basis in order to rectify them before they can cause harm. Governors and the head teacher will ensure that a schedule of proactive monitoring is in place, which includes the following as a minimum standard:

- A general workplace inspection of the site will be conducted termly and be undertaken / co-coordinated by a group of stakeholders e.g. governors, head teacher, health & safety coordinator, staff representatives, site manager, business manager etc.
- The person(s) undertaking the inspection will complete a report and action plan in writing and submit this to the head teacher/centre manager
- Responsibility for following up items detailed in the safety inspection report will rest with Claire Arnold *Headteacher*
- Monitoring inspections of individual departments will be carried out by Heads of Department or nominated staff. Advice and pro forma inspection checklists can be found in CLEAPSS (for sciences and DT)
- An annual inspection, using the Governor's Inspection Checklist or similar, by a **named governor(s)** will be undertaken and an action plan created, this will be reported back to the premises sub-committee and full governing body meetings. **A copy will be sent to the Health & Safety Team, who will review the action plan and this will form the basis of the next audit of the school.**

See WESCOM for further guidance a range of inspection checklists (examples below)

- Governors/SLT H&S Inspection Checklist- **see Appendix 1**
- Fire Marshal inspection checklist
- Ladders
- Playgrounds and external checklist

3.13. Legionella

In accordance with the requirements of the HSE's Approved code of Practice for the control of Legionella L8 the governors and head teacher will ensure:

- A current legionella risk assessment is in place and a management control programme implemented. HSL are the nominated competent persons appointed to undertake Risk Assessments throughout the Local Authority.
- Statutory monitoring will be covered by monthly checks undertaken by HSL and will address any issues that are highlighted by the Risk Assessment.
- Additional checks will be required particularly where there are showers and after periods of non-use e.g. summer holidays and these requirements will be addressed by Nick Brew who will record all such testing.
- Where outlets are no longer in use, arrangements will be made to remove them and the pipework leading to them.
- Wirral Council Construction, Maintenance & Facilities Team undertake the management of the contract with HSL (for schools purchasing the Asset Management SLA) and any queries should be directed to Facilities Helpdesk, 0151 606 5624.*
- Thermostatic temperature control valves are maintained on an annual basis to ensure correct operation.
- Records will be maintained.

*Schools who do not buy the Asset Management SLA must be able to display they have similar robust water management systems in place and are meeting the requirements of the HSE's Approved code of Practice for the control of Legionella L8.

See WESCOM for further guidance

- Wirral Council Legionella Policy

<i>Located in the School Office</i>

3.14. Lighting

The governors and head teacher will ensure that each room or other space within the school will have lighting appropriate to its normal use and which satisfies any more specific requirements. The maintained illuminance of teaching accommodation must not be less than 300 lux on the working plane. Where visually demanding tasks are carried out there must be maintained illuminance of not less than 500 lux on the working plane. Light fittings must not produce a glare index of more than 19, where glare index measures the direct glare from light fittings which might be seen, for example, by someone looking up from their work. It is the responsibility of all staff to report any defects so that appropriate repairs can be instigated.

3.15. Lone working

The governors and head teacher encourage employees not to work alone in the school/centre. The school/centre has a Lone Working policy for where lone working cannot be avoided.

- Work carried out unaccompanied or without immediate access to assistance should be risk assessed to determine if the proposed lone working activity is necessary.
- Obtain permission from the Head teacher and notify her on each occasion when lone working will occur.
- Work involving potentially significant risks (for example work at height, entering confined spaces, and operating dangerous equipment, etc.) **should not** be undertaken whilst working alone.
- Ensure employees do not put themselves or others at risk.
- Ensure they have means to summon help in an emergency e.g. access to a telephone or mobile telephone etc.
- When working off site, (e.g. when visiting homes), notify a colleague of their whereabouts and the estimated time of return. (It is good practice to obtain background information about the child/family being visited and also to pre-plan the route if the premises are unfamiliar.)

See WESCOM for further guidance

- Health and Safety Arrangements for Management of Lone Working
- Health & Safety Arrangements for Working in Confined Spaces
- Lone Working model risk assessment
- Confined spaces model risk assessment

3.16. Manual Handling

Under the Manual Handling Operations Regulations 1992 Governors and the head teacher ensure all manual handling activities which present a significant risk to the health and safety of staff, whether they involve the manual handling of people or objects, will be reported to / identified by *Claire Arnold(Head teacher), Jo Gould (Business Manager)*

- Where it is not reasonably practicable to eliminate these activities a risk assessment will be carried out and the risk reduced as far as is reasonably practicable in accordance with the Manual Handling Operations 1992.
- Specific training will be provided to employees that are required to carry out manual handling of loads and manual handling of people.
- Employee's should ensure they are not lifting heavy items and equipment unless they have received training and/or equipment in order to do so safely.

See WESCOM for further guidance

- Health and Safety Management Arrangements for Manual Handling

3.17. Management of Medicines

Governors and the head teacher ensure that **an administration of medicines policy** and procedures is in place in line with DfE guidance “Supporting pupils at school with medical conditions”. Revised Dec 2015

Management of Medicines in Schools and Early Years Settings Checklist				
Poulton Lancelyn Primary School				
Checklist		Yes	No	Details
1.	Does the school have a written policy for administration of medicines in school?	x		Give date, location
2.	Has the school nominated responsible trained persons to administer medicines?	x		Office staff First Aiders
3.	Is there a clear statement on the roles and responsibility of staff managing administration of medicines, and for administering and supervising the administration?	x		Location – extract issued to nominated staff
4.	Have nominated staff received appropriate information, instruction and training on the school's policy and procedures	x		List staff, date and training provider (parent, school nurse, other)
5.	Does the school have procedures for managing medicines on trips and outings	x		Risk assessments, consent forms, etc
6.	Has the school received a written agreement from parents for any medicines to be given to a child	x		Forms 3a (short term) or 3b (long term)
7.	Has the school confirmed, in writing, that they agree to administer medicines			Form 4
8.	Is there guidance for children carrying and taking their medicines themselves		No	Specify
9.	Does the school maintain records for the administration of medicines	x		Form 5
10. D	Do staff have access to the school's emergency procedures	x		Form 1
11.	Is a health care plan required for individuals	x		Form 2

Medicines Checklist

1.	Does the school have appropriate storage facilities taking into account temperature and security	x		Fridge in Office Medical Room
2.	Is the medicine in the original container	x		
3.	Is the container clearly labelled with the name of the child, the name and dose of the medicine, the frequency of administration, the time of administration, any side effects and the expiry date	x		
4.	Are emergency medicines, such as asthma inhalers and adrenaline pens readily available	x		

5.	Does the school allow children to carry their own inhalers		No	
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See WESCOM for further guidance

- DfE “Supporting pupils at school with medical conditions”.
- Administration of Medicines- risk assessment

3.18 Minibuses

- is responsible for undertaking checks on and the operation of minibuses in accordance with the Local Authority Guidance.
- It is a requirement for all minibus drivers to attend and pass the Wirral Council’s minibus training. They are not authorised to drive the vehicle without this certificate. In addition formal authority to drive is required from the authority’s transport division.

Guidance

School has undertaken a risk assessment for driving.

Staff with appropriate insurance can only escort children with parental consent.

3.19 New and Expectant Mothers

The Governors and the head teacher ensure that risk assessments on new and expectant mothers will be undertaken by Claire Arnold (Headteacher)

- It is the responsibility of staff to inform their line manager as soon as they know they are (or are no longer) pregnant.
- The risk assessment will be reviewed on a regular basis as the pregnancy progresses.

See WESCOM for further guidance

Health and Safety Arrangements for Risk Assessment

- Health and Safety Arrangements for New and Expectant Mothers
- New & Expectant Mother risk assessment

3.20 Noise and Vibration

Governors and the head teacher, under the Control of Noise at Work Regulations 2005 and the Control of Vibration at Work Regulations 2005 will carry out risk assessments of any activities that expose their employees and others to the damaging effects of noise and/or vibration e.g. hearing loss or hand arm vibration syndrome (HAVS). Such

activities might include use of machinery, power tools, or petrol strimmer's by premises/caretaking staff.

Risk assessments should be carried out to identify or eliminate sources of noise and vibration and to put in control measures where necessary. It may be necessary to commission a noise survey and/or have staff at risk of noise related ill-health undergo personal dose measuring.

See WESCOM for further guidance

- Health & Safety Management Arrangements for Controlling Noise at Work.
- Health & Safety Management Arrangements for Control of Vibration

3.21 Personal Protective Equipment (PPE)

The governors and head teacher in accordance with the Personal Protective Equipment Regulations 1992 (as amended) will ensure that the need for PPE is assessed and then made available to employees where required. Records of provision of PPE will be maintained.

See WESCOM for further guidance further guidance

- Health & Safety Management Arrangements for Personal Protective Equipment (PPE)
- PPE1 Form

3.22 Risk Assessment

The Governors and head teacher in accordance with Regulation 3 of the Management of Health and Safety at Work Regulations 1999 will assess the risks to the health and safety of their employees while they are at work.

3.22.1 General Risk Assessments

The school risk assessments will be coordinated by *Claire Arnold (Head teacher)* following Local Authority Guidance.

All workplace activities, locations and equipment involving teaching and non-teaching (e.g. caretaking) staff, premises and one-off activities have been assessed and approved by the head teacher

Guidance: <i>School to list responsible persons and area of responsibility for carrying out risk assessments, e.g. heads of departments/faculties.</i>	
Description	Department/Responsible Person
Curriculum – e.g. sciences, DT, PE, Music, Drama, Art, ICT	Sue Haworth(Assistant Head)
Non curriculum activities – e.g. movement	Claire Arnold (Head teacher)

around school, lunchtime supervision, open evenings, parents' evening, school productions, before and after school clubs for both school and non-school operated, fire	
Location Hazards -playground and play equipment, gymnasium, classroom, hall, dining room, ICT,	Claire Arnold (Head teacher)
Equipment	Claire Arnold (Head teacher)
Lessons outside Classroom	All Class Teachers
Job based risk assessments teaching	Claire Arnold (Headteacher)
Job based risk assessments non-teaching e.g. cleaners, caretakers, catering, office, volunteers, midday staff etc.	Jo Gould (Business Manager)

These risk assessments are available for all staff to view and are held centrally in:
School Office

Specific risk assessments relating to individual persons, e.g. employee with medical condition or young person/pupil are held on that person's file.

3.22.2 Curriculum Activities

Risk Assessments for Curriculum activities will be carried out by relevant Heads of Department and subject teachers using relevant Health and Safety Codes of Practice for Design & Technology, Science, Art and PE etc.

3.22.3 Non-curriculum Activities

Risk assessments for non-curriculum activities will be carried out by *Claire Arnold (Head teacher)* in accordance with local authority guidance. These will include: midday supervision, playground activities, access to school premises before the start of and at the end of the school day, movement around the school, open/parents' evening, school productions, etc. (This list is not exhaustive.)

Risk assessments will be reviewed on an annual basis, when there has been a change in location, equipment, people and procedures and always after a reported accident and/or near miss. Staff carrying out activities should be made aware of risk assessments and any changes to risk assessments relating to their work.

Information is disseminated and updated: e.g. staff bulletins, email, staff meetings.

See WESCOM for further guidance

- Health & Safety Management Arrangements for Risk Assessment
- M34

- M34.1 (reasonable adjustments form)

3.23 Security

Governors and the head will ensure that that security of the site is risk assessed in order to provide a safe and secure environment for children, employees and visitors to the school the Governors and the head teacher will ensure:

- the school has a security policy and that this has been implemented. A copy of the school's policy is located *School Office*
- If necessary expert advice is obtained to determine the security risks and precautions required to deal with them.
- The intruder alarm is monitored and inspected and records are available
- Employee are provided with enough resources, information and training to implement the security procedures.
- Ensure that all visitors, contractors and agency employee adhere to the security policy.
- Monitor the implementation of the policy and security arrangements.

Guidance:

Nominated individuals with specific responsibilities for security

- Nick Brew opening and locking up of school.
- SLT in the absence of the Site Manager
- Manager Jumping Jakes (Before and After School Club).

Please refer to the School's Security Framework Policy and Guidance – School Foyer

See WESCOM for further guidance further guidance

- School's Security Framework policy

3.24 Stress Management

The governors and head teacher are committed to promoting high levels of health and wellbeing and recognise the importance of identifying and reducing workplace stressors.

- The school has a stress and wellbeing policy.
- The school will refer all employees who are absent from work to the OHU
- All employees have access to Occupational Health and counselling and advice. Where counselling is identified as a possible solution the employee is signposted to the Employee Assistance Programme (EAP) or equivalent.
- Stress risk assessments will be carried out by *Claire Arnold (Head teacher)*

- The school may need to take immediate action to review the employee's job role. Appropriate actions would be discussed with the employee affected to determine what work they feel they can undertake. Reasonable adjustments may be agreed and should be entered on form M34.1.

Guidance

Detail system(s) in place within the school for responding to individual concerns are: Performance Management, mentoring, employee able to speak to head teacher / senior management, occupational health support.

See WESCOM for further guidance

- Health and Safety Arrangements Stress Management
- M34
- M34.1 (reasonable adjustments form)

3.25 Training

Under Regulation 7 of the Management of Health & Safety at Work Regulations 1999, the governors and the head teacher have ensured that they have competent advice on health and safety e.g. Wirral Council's Health & Safety SLA. The governors and head teacher will ensure:

- that an appropriate member of staff is appointed to coordinate health & safety for the school .If a person is not appointed the role falls to the head teacher by default.
- suitable health and safety awareness training is provided to those in management or leadership roles.
- essential health & safety and refresher training for different roles has been identified, the school will ensure this training is made available to identified employee at the required frequency.
- training records are available for all employees
- there is a formal induction for permanent /temporary/supply /volunteer employees to bring their attention to their health and safety responsibilities and the arrangements in place for health and safety. This includes risk assessments for the activities they will carry out in school.
- There is an induction checklist.

See WESCOM for further guidance

- Health and safety training matrix (expected core competencies). See Appendix 2

3.26 Violence & Aggression

The governors and head teacher recognise that violence and aggression is a foreseeable hazard in a school environment and will ensure:

- Risk assessments are carried out to identify all possible situations and tasks during which violence and aggression may occur and what precautions are in place to reduce the likelihood. e.g. lone working, responding to intruder alarms, working with pupils with challenging behaviour.
- Where it has been identified, employees will be provided with appropriate information, instruction and specific training for dealing with these situations e.g. Team Teach, MAPA, de-escalation training. Refresher training will be provided at a recommended interval.
- Suitable precautions are introduced e.g. zero tolerance notices, means of communication, CCTV, training.
- All incidents of violence and aggression are reported using form MV92 and following guidance in the guidance below.
- Counselling is offered to employees following violent, aggressive or abusive behaviour.

See WESCOM for further guidance

- Health and Safety Arrangements for Managing Violence and Aggression to Employees
- Form MV92
- Challenging Behaviour risk assessment

3.27 Vehicles on site and use of private vehicles

The governors and head teacher recognise that the movement of vehicles presents a foreseeable risk in a school environment and will ensure:

- if pedestrian routes within the site are not clearly defined and segregated from vehicles a risk assessment should be in place demonstrating the controls in place to mitigate the risk to pedestrians.
- vehicular access to the school is restricted to school staff and visitors only and not for general use by parents / guardians when bringing children to school or collecting them.
- school gates are kept shut between *8:40am and 3:20pm*
- children's and parents' access shall be kept clear of vehicles
- access from the road shall be kept clear for emergency vehicles.

The governors and head teacher recognise that employees who drive their own private vehicles while on work business or those that drive minibuses present a foreseeable risk in a school environment and will ensure:

- risk assessments have been undertaken to identify the hazards associated with driving private vehicles at work and the operation of school vehicles
- the validity of their licenses is checked annually and this information kept on file.
- Employees who drive their private vehicle for work(this includes any activity in which a private vehicle is driven for the purpose of work, including travelling from the normal place of work to another location for a meeting) must also have the following checked and recorded annually using the CAR 10 form (or equivalent).

Guidance

[Detail any specific rules for the management of vehicles on site, restriction on vehicle movement at certain times, reversing vehicles, special arrangements for deliveries etc.] - Not applicable

See WESCOM for further guidance

- Health and Safety Arrangements for Management Driving for Work
- CAR 10

3.28 Work at Height –use of ladders and step ladders

The governors and head teacher, in accordance with Working at Height Regulations 2005 will ensure:

- Work at height will be avoided where it is reasonably practicable to do so.
- Where this is not possible e.g. putting up displays, changing light fittings, retrieving objects from roofs, clearing of gutters, painting, etc. *Jo Gould (Business Manager)* will ensure a risk assessment is conducted and the risk reduced as far as is reasonably practicable.
- A copy of this assessment will be provided to employees authorised to work at height.
- Employees who are required to work at height will receive appropriate training. (See Health and safety training matrix (expected core competencies)
- Regular inspections of all work at height equipment will be conducted by *Nick Brew*. All equipment must be tagged/numbered and a ladder register maintained. Records will be kept.

Risk Assessment undertaken regarding the use of ladders in school - **to be reviewed**

See WESCOM for further guidance

- Health and Safety Arrangements for Management of Work at Height
- Model risk assessments
- Ladder inspection checklist
- Ladder register

3.29 Tree safety and grounds maintenance

The governors and head teacher recognise that the grounds of the school can present significant hazards if not managed and maintained in a safe condition. They will ensure that:

- Risk assessments are undertaken on the grounds and the maintenance activities that are carried out. e.g. leaf blowing, mowing, strimming

- Employees will only use equipment for which they are trained in line with the Provision & Use of Work Equipment Regulations 1999
- Professional tree inspections and maintenance are carried out where applicable and that records of this work are available.
- Visual grounds inspections and maintenance are carried out as necessary and that records are available.

See WESCOM for further guidance

- Workplace equipment risk assessment
- Playground inspection checklist

3.30 Work Equipment

Work equipment is almost any equipment used by an employee, pupil, and visitor whilst at work and includes:

- Machines such as circular saws, drills, photocopiers, mowers, strimmer's, leaf blowers
- Hand tools- screwdrivers, hammers, knives, chisels
- Lifting equipment- hoists, lifting slings, stair lifts, changing beds
- Other equipment such as ladder, trolleys, water pressure cleaners
- Includes equipment which employees provide for their own use at work.

The governors and head teacher recognise that even simple hand tools can cause serious injuries through misuse, lack of training or poor maintenance. In accordance with the Provision and Use of Workplace Equipment (PUWER) Regulations 1998 they will ensure:

- a risk assessment of equipment is undertaken to take into consideration:
 - Appropriate selection of equipment for the task
 - Use
 - Inspection
 - Maintenance
 - Training
- Employees will only use equipment for which they have received adequate information, instruction and training
- there are documented local safe systems of work for the use of the equipment
- relevant warning signs are displayed by the equipment
- trained users carry out pre-use inspections
- there are documented periodical user checklists to inspect the equipment
- employees are required to report to *Jo Gould* any problems found with plant/equipment, damaged electrical apparatus or wiring - including portable equipment and permanent wiring.
- defective equipment will be clearly marked and taken out of service by storing in a secure location pending repair / disposal.
- Workplace equipment risk assessment

See WESCOM for further guidance

- Statutory Maintenance and Inspection Guide for Schools Aug 2017 v1- See Appendix 3

3.30.3 External play equipment

The governors and head teacher recognise that playground and sports equipment present foreseeable hazards in a school environment and will ensure:

- risk assessments are undertaken to identify all hazards and control measures
- external play equipment will only be used when supervised.
- Daily visual inspections are carried out by *Class Teachers & Nick Brew*
- pre-use inspections are carried out by all users
- equipment should be checked daily by *Class teachers & Nick Brew* for any apparent defects
- termly formal inspections are carried out by *Nick Brew* and recorded *
- an annual inspection will be carried out by a suitably competent contractor.
- Records of all inspections to be kept on site.

*Or as recommended by the installer/manufacture of the play equipment.

See WESCOM for further guidance

- Playground inspection checklist
- Playground and external play equipment risk assessment
- Playground and external play equipment risk assessment checklist

3.30.4 Inspection and testing of plant and equipment

All plant and equipment requiring statutory inspection and testing under health and safety legislation (i.e. steam boilers, compressors, lifting equipment, local exhaust ventilation, pressure cookers etc) will be inspected by appropriate contractors/insurance company.

Maintenance inspections are also required under the Provision and Use of Workplace Equipment Regulations PUWER

3.30.5 Curriculum

Heads of department are responsible for ensuring maintenance requirements for equipment in their areas are identified and implemented.

Jo Gould (Business Manager) will identify all work equipment in an equipment register and ensure that risk assessments are carried out, identifying any relevant servicing / routine maintenance / inspection regimes, training or instruction needs, personal protective equipment requirements and authorised users.

The following equipment has been identified as likely to involve a specific health and safety risk and details are given below on inspection, statutory inspections maintenance and testing.

See WESCOM for further guidance

- Health and Safety Management Arrangements for the Use of Workplace equipment
- Work equipment risk assessment

Appendices

APPENDIX 1

GOVERNORS/ SLT ANNUAL HEALTH & SAFETY INSPECTION CHECKLIST

Guidance notes on using this checklist

Overall accountability for health and safety for maintained schools lies with the employer of staff in the school. Whoever the employer is depends on the type of school.

Local Authority is the employer	Governing body is the employer	Academy Trust is the employer
Community schools	Foundation schools	Academies & Free schools
Community special schools	Foundation special schools	
Voluntary controlled schools	Voluntary aided schools	
Maintained nursery schools		
Pupil referral units		

However day-to-day running of the school, including responsibility to comply with all applicable legislation for the health and safety of staff and pupils is delegated to the head teacher, governing body and school management team who are responsible for ensuring risks are managed effectively on site.

Under health and safety law the employer (either the LA or governing body) is required to monitor activities to ensure compliance with locally set policies and procedures.

There is a requirement for schools to formally monitor and evaluate the effectiveness of the health and safety systems within the school annually.

This safety checklist has been designed to assist the governors and SLT when carrying out annual monitoring. Its completion would form part of an overall strategy to demonstrate that the principles of HSG 65 'Managing for Health and Safety' which is both the Health and Safety Executive's (HSE) and Wirral Council's benchmark are in place.

It is not necessarily exhaustive, and should be customised to fit individual circumstances as required. Alternative approaches to monitoring may be taken and the school and Governing body should determine the best solution given the amount of time / resource available.

Such monitoring activities should be proportionate to the level of risk and therefore assurance over the effective control of **significant** risks such as fire, asbestos, working at height etc. should be the priority.

Separate checklists for potentially higher risk areas of secondary schools (DT, Science, PE etc.) are available for heads of department to use for their curriculum specific risks and responses to these should be co-ordinated by a member of SLT.

If as part of the monitoring process you have any concerns or require clarification over the expected standards please contact the Health & Safety Team on 0151 606 2211/2216/2364/2377

Audit process

- Once completed the checklist should be forwarded to the Health and Safety Team for review.
- Once reviewed an appointment will be made with a Health & Safety Officers to come to your school and review the document with the Head teacher and /or a Governor. At this appointment the school will be required to provide evidence of the comments made on the checklist.
- Part of the audit process will be an inspection of the school.
- The school will be provided with an action plan to further improve their health & safety management system.

Definitions

- Tools/Equipment – Includes hand tools (e.g. hammers, chisels etc), Buffer machines, strimmer's, PE Equipment.
- Hazardous Substances – Substances that are covered by the Control of Substances Hazardous to Health (COSHH) Regulations (these can be identified by their warning label and pictogram, there may be other substances such as wood dusts to consider).
- Off Site Activities – Any activity that takes place beyond the school site (e.g. trips, visits, sports fixtures).
- DSE – Display screen Equipment such as computers, laptops etc.

GOVERNORS/ SLT ANNUAL HEALTH & SAFETY INSPECTION CHECKLIST (Sept 2017 v1)

SCHOOL NAME.....

AREA INSPECTED.....

DATE INSPECTED.....

INSPECTED BY.....

POLICY						Y/N/ N/A	COMMENTS / ACTIONS NEEDED
Is there a health & safety policy (signed & dated by Head teacher / Chair of Governors)? Policy in line with latest Schools Framework Health & Safety Policy and considers all key risks?							DATE OF LAST REVIEW: (Good practice is to review annually, max of 2 yearly)
The H&S policy is included in the induction process and policy changes at review are effectively and formally communicated to all employees? Have employees signed to say they have read and understood their roles and responsibilities?							SCHOOL INDUCTION FORM: RECORDS OF EMPLOYEES RECEIVING AND SIGNING FOR POLICIES AND H&S INFORMATION
Does the centre have a formalised Emergency Plan and are contact details updated regularly?							DATE OF LAST REVIEW: (GOOD PRACTICE IS TO REVIEW ANNUALLY, MAX OF 2 YEARLY) DATE RATIFIED BY GOVERNORS:
Is the health & safety law poster displayed							LOCATION:
RISK ASSESSMENT						Y/N/ N/A	COMMENTS / ACTIONS NEEDED
Are school specific risk assessments in place for those activities presenting a significant risk to staff, pupils and visitors?							DATE OF LAST REVIEW : (Should be reviewed annually / sooner if circumstances change)
Are risk assessments available and do they include all the tasks and activities that employees carry out? Please tick all risks that your employees are exposed to:							DATE OF LAST REVIEW : (Should be reviewed annually / sooner if circumstances change)
Aggression	Chemicals and dusts	Computers	Electricity	Fire	Housekeeping		
Lone working	Manual handling	Machinery	Noise	Weather	Slips, trips & falls		
Stress	Vehicles/ driving	Vibration or noise	Work at height	Driving	Infectious disease		
Are individual employee risk assessments being carried out where required? (e.g. known medical conditions/stress where there are H&S implications. M34, M34.1 completed record of reasonable adjustments							
Is there evidence that heads of department/ subject leads have adopted / adapted model risk assessments for relevant curriculum activities? <i>E.g. In DT, PE and science there should be a clear link made between daily use texts, such as the scheme of work and relevant national advice, such as CLEAPSS, Be Safe (Primary) or Safe Practice in PE and Sport.</i>							
Are all substances used in Art/ DT/ Sciences identified and stored in accordance to national guidance CLEAPSS, NSEAD?							

Have all DSE (computer) users been identified and have they completed the Display Screen Self-Assessment? Have any identified actions been completed?		DATE OF LAST DSE SELF ASSESSMENTS – ACTIONS COMPLETED
How are employees made aware of the content and location of all relevant risk assessments?		EVIDENCE OF STAFF SIGNING TO SAY THEY HAVE RECEIVED THIS INFORMATION:
Are all notifiable off site visits (overseas, self-led adventurous activities, field work in wild /open country etc.) entered and approved on Evolve (LA's online system)?		
Is a member of staff designated as an Educational/External Visits Coordinator (EVC) and have they received training?		NAME: DATE OF TRAINING:
Does the school purchase the Swimming SLA (Edsential) if not how does the school risk assess the activity and-ensure employees' competence in line with ASA?		DATE OF LAST TRAINING
INSPECTION / MONITORING	Y/N/ N/A	COMMENTS / ACTIONS NEEDED
Are health and safety inspections of the site undertaken and documented on an appropriate cycle? Governors, head teacher, site/premises employees, curriculum leads, teachers? Does Head/member of sLT/governor audit termly to ensure inspections are carried out? Evidence that recommendations are actioned		GIVE DETAILS & DATE OF INSPECTIONS CARRIED OUT IN SCHOOL : E.G. PLAYGROUND , FIRE MARSHAL ETC AND LAST DATE.
INSPECTION / MONITORING	Y/N/ N/A	COMMENTS / ACTIONS NEEDED
Has the school completed the Annual Property Return and returned this to Asset Management Legislative Compliance Officer		GIVE DATE RETURNED TO LA:
<u>FIRE SAFETY</u>	Y/N/ N/A	COMMENTS / ACTIONS NEEDED
Is a fire log book available and completed? Is the fire log book audited termly by Head /member of SLT or Governor? <i>See Fire Log Book List of Contents</i>		
Has a suitable fire risk assessment been completed / reviewed within the last 12 months ? Have all actions been completed? <i>(If there have been subsequent changes to the site /building layout the fire risk assessment should be revised to reflect these changes.)</i>		DATE OF LAST REVIEW: WHO UNDERTOOK THE ASSESSMENT:
Has the responsible person carried out a room by room risk assessment taking into account activity, use, equipment, people? Have all actions been completed?		DATE OF LAST REVIEW:

Has the capacity for communal areas such as the main hall been calculated as part of this assessment?		CAPACITY:
Is a documented site-specific evacuation plan in place? And are all employees instructed on induction and annual refresher and records kept of training? Does this evacuation plan also consider any individuals who may need specific assistance during evacuation? (e.g. due to mobility impairment etc.) ?		DATE OF LAST REVIEW: DATE OF TRAINING :
Are fire drills conducted termly and recorded?		DATE OF LAST DRILL: TIME TAKEN TO EVACUATE BUILDING:
Are fire alarm call points tested weekly (a different call point to be tested each week on a rotational basis) and documented?		
Are appropriate fire extinguishers available? There should be at least one water based extinguisher for each 200 metres of floor space. (sited so that no person need travel more than 30 metres to reach an extinguisher) and a minimum of 2 extinguishers per floor unless it is an upper floor of less than 100m2.		DATE OF ANNUAL INSPECTION:
Are all emergency exits / routes clearly signed, available for immediate use and unobstructed?		
Do all areas of the school used outside of ambient daylight hours have emergency lighting available on escape routes? <i>(in particular focus on those areas used for lettings)</i>		
Is emergency lighting tested monthly (in house)		DATE OF FULL DISCHARGE TEST:
Is a monthly fire marshal inspection checklist completed and remedial actions completed?		DATE OF LAST CHECKLIST:
Are all key internal fire doors (e.g. cross corridor and stairwell doors) in place and fully closing?		
Are fire action notices displayed and completed?		
Are fire precautions known by external users? Third parties on site(sports clubs, lettings) , visitors, contractors, Lettings policy, visitors badge, induction		
ASBESTOS	Y/N/ N/A	COMMENTS / ACTIONS NEEDED
Is an asbestos management plan in place and is the asbestos register readily available? <i>Are the school aware of how to access this information on Concerto?</i>		

Has all old data been effectively segregated / archived? (there is a legal duty to keep this for 60 years)		NUMBER OF ENTRIES IN PERMISSION TO WORK LOG IN PAST 12 MONTHS : DATE OF LAST ENTRY:
Is the asbestos register signed on every occasion before any work is conducted on building fabric? (This applies equally to the site team / caretaker as to contractors)		NUMBER OF ENTRIES PAST 12 MONTHS : DATE OF LAST ENTRY:
Is the school clear on the location of asbestos containing materials (ACM) remaining in situ and the limitations of their management survey? asbestos should be presumed to be present until confirmed otherwise.		If you require any assistance in interpreting the log contact Health & Safety Team /Barry Smith Asset Management
Has the location of known ACM remaining in situ been communicated effectively to all relevant employees / building users?		
Is the site-specific management plan up to date e.g. if any subsequent work on asbestos (encapsulation / removal etc.) has been undertaken this must have been recorded in the management plan?		
Has the annual visual check of all known ACM's been completed and are records retained in the Asbestos register? Who is trained to complete the visual checks? When did they last receive refresher training?		DATE OF LAST VISUAL INSPECTION: NAME OF PERSON CARRYING OUT INSPECTIONS DATE OF LAST HS FOR CARETAKER'S TRAINING:
If an academy is there an asbestos management plan in place?		
CONTRACTORS	Y/N/ N/A	COMMENTS / ACTIONS NEEDED
Does the school purchase the Asset Management SLA?		
When awarding contracts directly how is health and safety included in contract specifications and conditions?		
If the school employs contractors directly, are appropriate competency checks undertaken prior to engaging the contractor?		
Do contractors report to a suitable member of staff upon starting and leaving each day?		NAME:
Are employees aware when contractors are going to be working on the premises and the safety precautions required?		
Is safety induction given to contractors on establishment's health and safety procedures? Details of how H&S is addressed between school employees and contractors. Site rules etc on larger projects		
ELECTRICAL / GAS	Y/N/ N/A	COMMENTS / ACTIONS NEEDED
All emergency shut offs are accessible, clearly identified and functioning?		
Are gas cylinders stored appropriately? (Secured upright, separated from flammables, room signed and location marked on plan within fire log book?)		
LEGIONELLA	Y/N/ N/A	COMMENTS / ACTIONS NEEDED

Has a water risk assessment been conducted? Have the initial recommendations from the water risk assessment been actioned?		DATE OF ASSESSMENT :
If there have been subsequent changes to the building / hot and cold water system since this assessment has this assessment been reviewed?		
Are all in house operational controls (flushing of seldom-used outlets, flushing during holidays etc..) being completed and documented in the water logbook?		DEATAILS
PLANT/ TOOLS & EQUIPMENT	Y/N/ N/A	COMMENTS / ACTIONS NEEDED
Does the establishment have an inventory/asset register of all equipment in use? Are all tools used by the caretaker/site manager included in this list? Including tools brought in for use in school. Are there copies of current inspection/test certificates, training records?		
Is there any significant use of power tools / machinery? If "YES" then a register of equipment should be in place which identifies any significant safety issues to consider, (Noise and vibration levels, guards that should be in place, PPE required, maintenance or training / instruction required)		
Are all tools and equipment subjected to regular inspection? Are inspection records available?		NAME : RECORDS:
MINIBUSES AND DRIVING	Y/N/ N/A	COMMENTS / ACTIONS NEEDED
Is a list of nominated minibus drivers and training maintained?		
Are all pre-inspection, MOT / servicing records in place for minibuses?		
Are driving licences and vehicle checks for all employees who use their vehicle for school business checked annually? See Wirral Council CAR10 form or equivalent?		
HAZARDOUS SUBSTANCES	Y/N/ N/A	COMMENTS / ACTIONS NEEDED
Is there an inventory of chemicals (e.g. cleaning and maintenance products), reviewed in last 12 months?		
Are relevant Manufacturers Safety Data Sheets available for all cleaning/maintenance substances and have they been communicated to those members of employees who use them.		TRAINING RECORD SHEET
Have substances identified as presenting a significant risk with a hazard symbol (for example, swimming pool chemicals) had a specific COSHH risk assessment conducted?		
Are all hazardous substances stored appropriately e.g. secured out of the reach of children and all containers clearly labeled and marked (e.g. irritant, flammable)?		

Is protective clothing available and is it being worn? Is this recorded in personnel files or PPE1?		
FIRST AID	Y/N/ N/A	COMMENTS / ACTIONS NEEDED
Are there adequate numbers and levels of first aiders on site?		Detail number of employees trained in: Pediatric first aid under EYFS : First aid at work (FAW) : Emergency first at work (EFAW) : Defib:
Are first aid boxes stored in appropriate places and kept stocked?		NAME:
MEDICATION	Y/N/ N/A	COMMENTS / ACTIONS NEEDED
Does the school administer medicines and is there an administration of medicines policy in place? In line with DfE Supporting pupils in school with medical conditions		DATE OF POLICY: NAMES OF PERSONS RESPONSIBLE FOR ADMINISTERING MEDICINES:
Pupils with medical needs and allergies are clearly identified and an annual review of Individual Health Care Plans is undertaken for those with more significant needs? How are these shared with all necessary employees?		
Is there a documented system for the acceptance and administration of medication?		
Is storage for medicines adequate/secure?		
Is the food operator aware of all food related allergies?		
Is training for all relevant employees in use of epi-pens / medical procedures up to date?		
ACCIDENT REPORTING	Y/N/ N/A	COMMENTS / ACTIONS NEEDED
Accident and incident records are kept locally and monitored for trends? M36's , M13's MV92		
Have all accidents to employees and significant incidents to pupils / visitors been reported to the LA H&S Team?		
Are governors routinely notified of any significant accidents, such as those that are RIDDOR reportable ?		
Are employees encouraged to report all violence and aggression incidents including threats/intimidation using the LA Violence Incident Report Form? Are investigations carried out?		
Have any employee or public liability claims been made in the last two years?		

COMMUNICATION	Y/N/ N/A	COMMENTS / ACTIONS NEEDED
Is there a system whereby all defects found with equipment / plant /premises are notified to management and taken out of service?		
Is Health & Safety a regular item on Governors/SLT/Departmental/ employees meeting agendas (to include representation for all employees)		
Are there formal arrangements in place to discuss health & safety matters with other users/groups/other occupants of the site? E.g. Children's Centre, Edsential , Sports clubs/coaches etc.		
TRAINING	Y/N/ N/A	COMMENTS / ACTIONS NEEDED
Have all employees received an effective and documented health and safety induction? Is there an induction pack/employees handbook? M70 or equivalent		
<p>Have all employees' health & safety training needs been assessed? Does the school have a training matrix? Have all employees completed relevant health & safety training and refresher training? Is all health and safety training recorded?</p> <p>EXPECTED COMPETENCIES ARE AS FOLLOWS :</p> <p>HEALTH & SAFETY AWARENESS & RESPONSIBILITIES FOR HEAD TEACHERS/BM's</p> <p>- HEAD TEACHER/GOVERNOR/BUSINESS MANAGER, THOSE WITH H&S RESPONSIBILITIES ON SITE)</p> <p>HEALTH AND SAFETY FOR SITE EMPLOYEES / CARETAKERS/CLEANERS</p> <p>LADDER SAFETY (IF SIGNIFICANT WORK AT HEIGHT IS UNDERTAKEN)</p> <p>MANUAL HANDLING (IF SIGNIFICANT MANUAL HANDLING IS UNDERTAKEN)</p> <p>KITCHEN EMPLOYEES</p> <p>COSHH</p> <p>PASMA MOBILE TOWER SCAFFOLDING (WHERE RELEVANT)</p> <p>DATA/CLEAPSS TRAINING FOR DT</p> <p>CLEAPSS TRAINING SCIENCE TECHNICIANS</p> <p>GILBROOK/TEAM TEACH/MAPPA- DESEALATION TRAINING</p> <p>STRESS AWARENESS</p>		:
Do you have work placements/volunteers/students? Do these groups receive an induction?		DATE OF LAST INDUCTION :
KITCHENS	Y/N/ N/A	
Do catering providers have a food safety management system compliant with HACPP (hazard analysis and critical control point)?		WHO IS IN CONTROL OF THE KITCHEN? EG EDSENTIAL/CONSULTANT ETC:

Are there any outstanding items from the last EHO report for the school kitchen?		DATE OF REPORT	EH STAR RATING:
WELFARE AND ENVIRONMENT	Y/N/ N/A	COMMENTS / ACTIONS NEEDED	
Is the workplace lighting generally adequate for the nature of work carried out			
Is the temperature generally adequate?			
Are finger guards in place and effectively maintained on vulnerable doors i.e. toilet & classrooms in nursery, KS1, special schools?			
Is flooring in good condition and free of slip / trip hazards? Is there a system for clearing up spillages and preventing transfer of water on rainy days?			
Are the sanitary facilities in good condition and cleaned regularly, equipped with toilet paper, soap, towels/air dryer and hygiene notices displayed?			
Has safety glazing been installed or existing glazing filmed to a verifiable standard e.g. BS 6206, BS 6262 or EN 14449 in vulnerable areas? E.g. panes >250mm wide in or adjacent to doors, areas where PE is conducted etc.			
Is a lettings policy in place and are key risks and emergency procedures clearly communicated to hirers?		NAME ORGANISATIONS SCHOOL HAS LETTINGS AGREEMENT WITH:	
Are potentially hazardous areas (kitchen, labs, workshops etc.) locked when unsupervised?			
HOUSEKEEPING	Y/N/ N/A	COMMENTS / ACTIONS NEEDED	
Is good housekeeping adopted by all employees including entrances, stairs, corridors, etc clear of any obstructions, e.g. clutter, spillages, trailing cables, waste materials?			
Is storage adequate and fit for purpose - including equipment, chemicals, eg Are items stored at height (e.g. files/folders on shelves) accessible, secure and safe?			
Are boiler rooms and electrical intake areas kept free of combustible materials?			
EXTERNAL AREAS	Y/N/ N/A	COMMENTS / ACTIONS NEEDED	
Is adequate access to the site maintained for the emergency services?			
Is the exterior of the property clear from hazards, e.g. raised paving stones, loose fence panels, damaged gutters, broken roof slates?			
Is the playground secure and visible for supervision?			
Is the playground divided into play areas (age, quiet, ball games, etc)?			

Are mature trees located near to the premises and has a tree survey been carried out by a trained tree surgeon? (not usually part of grounds maintenance contracts)		DATE OF SURVEY
Are pedestrian routes within the site clearly defined and segregated from vehicles? If "NO" a risk assessment should be in place demonstrating the controls in place to mitigate the risk to pedestrians.		
Is play equipment regularly inspected and is its use appropriately supervised? Are inspection records monitored each term?		
SECURITY / SAFEGUARDING	Y/N/ N/A	COMMENTS / ACTIONS NEEDED
Is there clear signage directing visitors to the main reception / other services on site?		
Is access to buildings adequately controlled?		
Is there a clearly defined route between site entrance(s) and reception with direct access to children avoided where practicable? Where the access routes means visitors could potentially gain access to pupils a risk assessment should be in place which demonstrates that there is effective supervision.		
Is external lighting adequate? How often are inspections of lighting undertaken?		DATE OF LAST INSPECTION
Are gates and perimeter fencing of adequate height and well maintained?		
Is access to low roofs adequately restricted? (Any anti-climb paint/ anti-scale devices used should be clearly signed)		
Are any fragile roof surfaces identified by signage?		
Is CCTV installed?		
Any external storage / waste bins are secured and located away from buildings? 8 metres minimum		
WORKING AT HEIGHT	Y/N/ N/A	
Have task specific work at height risk assessments been carried out? i.e. maintenance/repairs, cleaning, mounting displays, stage lighting, etc.? Work at height avoided where possible,		

Have employees who may work at height been instructed in the safe use of access equipment, e.g. tower scaffolds, ladders, stepladders, kick stools, etc.? H&S Awareness for premises/caretakers -LA or Safe Use of Ladders- Teaching Employees LA or Toolbox talk delivered by competent person e.g. premises /caretaking employees.		TEACHING EMPLOYEES DATE OF TRAINING: PREMISES EMPLOYEES DATE OF TRAINING:
Is a Ladder register and checklist in place and reviewed termly Ladders EN131/Class 2		LAST DATE OF INSPECTION:
STRESS	Y/N/ N/A	
Do Managers take effective steps when they are aware that an employee could be affected by stress? OH referral, risk assessment, reasonable adjustments recorded on M34.1		See 2 above
ANY OTHER SPECIFIC ITEMS FOR YOUR SCHOOL	Y/N/ N/A	

COMPLETE THE FOLLOWING IF THE SCHOOL HAS A SWIMMING POOL OR HYDROTHERAPY POOL

SWIMMING POOLS	Y/N/N/A	S/I *	COMMENTS / ACTIONS NEEDED
Has a swimming pool risk assessment based on the template available in Safe Practice in school swimming been carried out and all identified actions addressed?			
Have the H&S arrangements for the swimming pool been identified in the schools H&S policy?			
Is there a written Normal Operating Procedure (NOP) and Emergency Action Plan (EAP) for the swimming pool? Templates are available in Safe Practice in School Swimming			
Have employees who operate the swimming pool plant undertaken as a minimum the 2 day National Pool Careers Certificate within the last 5 years?			
Do employees who teach swimming hold an appropriate qualification ¹ ?			
Suitable rescue provision is available? National rescue award for teachers and coaches for structured sessions (swimming lessons, etc.) National Pool Lifeguard Qualification (NPLQ) for unstructured sessions (recreation sessions)			
What is the frequency of bacteriological testing and are records available.			
Pool Plant operator training			NAMES: DATES OF TRAINING:
Is the area secure when unsupervised to prevent unauthorised access?			
Have risk assessments and qualifications been verified for any external lettings of the pool?			

¹ At secondary level the head of PE will ensure all employees expected to undertake swimming teaching hold the appropriate NGB award in addition to their teaching qualification in accordance with AfPE guidance. For pools deeper than 1.2M employees **must** have completed appropriate specialist qualifications.(i.e. ASA module 1 as a minimum, module 2 is recommended by the ASA and Association of PE).

In shallow pools teachers to have completed swimming teaching as part of their Initial Teacher Training (ITT). If not, or if they are non-teaching employees then they must have a minimum of TOP Swimming. (ASA module 1 would be best practice.)

APPENDIX 2

Health and safety training matrix (core competencies)

Course	Requirements	Provider
Health & Safety responsibilities for new head teachers/governors /business managers and those with responsibilities for health & safety in school	Mandatory at appointment	Wirral Health & Safety Team free to schools purchasing SLA. Costs to others on application
Health & safety awareness for site managers/caretakers and premises staff	Mandatory at appointment and every three years	Wirral Health & Safety Team free to schools purchasing SLA. Costs to others on application
Working at Height (Safe use of ladders /step ladders) practical session	If significant use of ladders undertaken e.g. displays in school then at induction (Toolbox talk on Wescom) and refresher every three years.	Wirral Health & Safety Team free to schools purchasing SLA. Costs to others on application
Manual Handling practical session	<ul style="list-style-type: none"> • If significant manual handling of objects or people undertaken then at induction (Toolbox talk on Wescom) and refresher every three years. • Specific courses required for moving and handling people 	Wirral Health & Safety Team free to schools purchasing SLA. Costs to others on application
Educational Visits Coordinator (EVC)	Mandatory at appointment and refresher every 3 years.	Edsential or private provider
PASMA Prefabricated Access Suppliers and Manufacturers Association.	The Standard PASMA training course for tower users which is a one day course and is valid for 5 years.	Private approved provider
CLEAPSS Science Technician Training course	Various courses available for prep room safety and health & safety in school science, courses valid for 5 years	CLEAPSS

DATA training for DT Technician	Various courses available for DT workshop safety and health & safety in school DT, courses valid for 5 years	CLEAPSS
IOSH Managing Safely in Schools	Recommended for all Head teachers, governors and/or business managers to be aware of their responsibilities for health & safety at work	Wirral Health & Safety Team £450 to schools purchasing SLA. Costs to others on application
Health & safety awareness for catering staff (if catering team employed by the school).	Mandatory at appointment and regular refresher training.	Edsential/consultants training courses
Health & safety awareness for cleaners	Mandatory at appointment and every three years	Wirral Health & Safety Team free to schools purchasing SLA. Costs to others on application
Gilbrook/MAPPA, Team Teach/de-escalation training	As identified by risk assessment	Gilbrook School, Foxfield or private provider.
Health & safety various master classes for Head teachers, governors and/or business managers delivered by the H&S team	First course for Managing stress Others to follow: reasonable adjustments etc	Wirral Health & Safety Team. free to schools purchasing SLA. Costs to others on application
Preparing for school audits and FRA	A short course to prepare Head teachers, governors and/or business managers for a health & safety management audit and Fire Risk Assessment	Wirral Health & Safety Team free to schools purchasing SLA. Costs to others on application

APPENDIX 3- Statutory Maintenance and Inspection Guide for Schools Aug 2017 v1

Issue / Area (listed alphabetically)	Requirements / Guidance	Frequency / Regularity	Assessment of Competency of Contractor	Evidence required to demonstrate compliance	Statutory/Regulatory/ Industry Code/Good practice
Asbestos	Overall duty is to manage asbestos in premises. Each site should have an asbestos management survey	Re-survey recommended every 3 – 5 years	UKAS Accredited company for testing and inspection.	Current Asbestos Management Survey • Completed asbestos log book	Control of Asbestos Regulations 2012
	Each site must have a site specific asbestos management plan, including asbestos risk register and action plan.	Reviewed annually	No specific skills required, but asbestos awareness training recommended.	Asbestos management plan, risk register and action plan	
	Demolition / refurbishment survey for areas undergoing construction, renovation or maintenance where intrusive work is planned.	Prior to intrusive works taking place	UKAS Accredited company for testing and inspection.	Demolition/ refurbishment survey for areas where intrusive work is planned.	
	Asbestos removal or remedial works	Where management survey recommends action or as part of refurbishment or demolition	Removal company to be an HSE Licensed Contractor, preferably holding a 3 year licence.	Clearance certification and hazardous waste consignment notes for any removal works carried out.	
	Regular monitoring of visible asbestos to determine condition.	Annual	Visual inspection only and can be carried by premises staff who have had asbestos awareness training.	Annual monitoring inspection form	
Air Conditioning and Ventilation including kitchen (including fans, filters and motors)	Units and systems should be maintained according to the manufacturer's guidance. Units and systems may require an inspection under the Energy Performance of Buildings Regulations	Annual or bi-annual	Holds C&G 2078 Holds CITB Safe Handling of Refrigerants certificate	F-Gas records. Maintenance records	BSEN 378.Refrigeration systems - Safety and Environmental Requirements. • BS5925; Building Regulations 1991 F1 "Means of • BS EN203-1 2005 • DW172

Issue / Area (listed alphabetically)	Requirements / Guidance	Frequency / Regularity	Assessment of Competency of Contractor	Evidence required to demonstrate compliance	Statutory/Regulatory/ Industry Code/Good practice
					Ventilation” <ul style="list-style-type: none"> Energy Performance of Buildings Regulations (Certificates and Inspections) (England and Wales) Regulations 2013.
AMP condition surveys	The council is required to conduct asset management plan surveys (AMP's) on educational establishments [does not include Academy, PFI or Aided schools], which are then provided to the Department for Education (DfE) and used to determine property Capital condition funding for the coming year. The returns to the DfE will include basic factual data and data relating to the AMP category of 'building condition'.	Every 3 – 5 years	Surveyors qualified to BICS/RICS or equivalent arranged by the Local Authority.	Current survey	DfE Requirement
Boiler Maintenance	Must be maintained in accordance with the manufacturers' recommendations. Safety inspections are to include internal gas pipe work, including all ancillary equipment including the pipes, valves, regulators, boosters and compressors.	Annual	The Service technician's Gas Safe card has credits appropriate to the equipment / service being maintained.	Maintenance records are kept including: <ul style="list-style-type: none"> Date of maintenance Date by which next maintenance is due Record of defects and rectification Service document should also record the Gas Safe registration of the technician carrying out the work. 	Gas Safety (Installation and Use) Regulations 1998

Issue / Area (listed alphabetically)	Requirements / Guidance	Frequency / Regularity	Assessment of Competency of Contractor	Evidence required to demonstrate compliance	Statutory/Regulatory/ Industry Code/Good practice
Catering equipment	Must be maintained in accordance with the manufacturers' recommendations and according to the type of equipment. See other entries covering Gas <ul style="list-style-type: none"> • appliances Electrical • equipment Pressure • cookers • Fire fighting equipment 	In line with manufacturers requirements	Ensure that service technician has demonstrable proof of competency e.g. a Gas Safe card with credits appropriate to the equipment / service being maintained.	Records of examination and maintenance are kept, including date of inspection/maintenance, date next inspection or maintenance due and record of defects and rectification.	<ul style="list-style-type: none"> • Gas Safety (Installation and Use) Regulations 1998 • Provision and Use of Work Equipment Regulations 1998 (PUWER)
CCTV	Inspection and testing	Annual	Trained technician from a recognised company.	Written records including date of test, date next test due, defects found and records of repairs to rectify defects	Electricity at Work Regulations 1998 <ul style="list-style-type: none"> • IEE Wiring Regulations: BS7671
Design and Technology equipment. (See other areas of this guide for LEV, Gas appliances lifts etc.)	Routine maintenance carried out as per CLEAPSS guide DL254.	As specified	Trained DT Technician.	As specified in guide	<ul style="list-style-type: none"> • Provision and Use of Work Equipment Regulations 1998 (PUWER) • CLEAPSS DL 254
	Servicing carried out by manufacturer / supplier / recognised maintenance company.	Annual or manufacturer's recommendation	Trained technician from a recognised company.	Records of examination and maintenance are kept, including date of inspection/maintenance, date next inspection or maintenance due and record of defects and rectification.	
	Design and Technology department health and safety audit	Every 2 years	DATA /CLEAPSS approved person.	Report with action plan.	

Issue / Area (listed alphabetically)	Requirements / Guidance	Frequency / Regularity	Assessment of Competency of Contractor	Evidence required to demonstrate compliance	Statutory/Regulatory/ Industry Code/Good practice
Disabled Access	Schools should complete an Access Audit to identify areas where the service is inaccessible. The audit should then enable schools to complete an Accessibility Plan. Those who offer services to members of the public or who employ others or organisations providing education and training, are obliged by legislation to ensure that those services are accessible to all and that employment arrangements do not place disabled people at a disadvantage.	Every 3 years and whenever works are carried out.	Surveyors qualified to BICS/RICS or equivalent. For further help, refer to the National Register of Access Consultants.	Current audit report	Equality Act 2010 Special Educational Needs and Disability Act 2001 (SENDA)
Doors (Automated) Applies to powered doors in public buildings.	Routine servicing according to manufacturer's guidelines	6 monthly	NICEIC / ECA registered contractor or equivalent.		BS 7036: 1996 Parts 1, 2 and 3 Safety of powered doors Electricity at Work Regulations 1998 • BS7671 IEE Wiring Regulations
	Inspection and testing of force limitation and all safety controls	Annually			
Dust and fume Extraction / Local Exhaust Ventilation (LEV)	Regular maintenance and servicing	In line with manufacturers' recommendations	Competent person, either specifically trained technician or service technician from company testing to appropriate British standard.	Written records of inspection including identification number of system/fume cupboard, date of test, type of test carried out, results of inspection, results of performance test, list of remedial actions necessary. This must be kept for at least five years.	Control of Substances Hazardous to Health Regulations 2002 (COSHH) • Fume cupboards BS EN 14175-2 2003 • Provision and Use of Work Equipment Regulations 1998 (PUWER)
	Thorough inspection to ensure the design and expected performance is fit for purpose.	At least every 14 months			
	In addition filter fume cupboards should be labelled with the type of filter in place and be appropriate for the chemicals used. The number of hours of use should also be recorded to ensure filters are changed at appropriate periods.	In line with manufacturers' recommendations			

Issue / Area (listed alphabetically)	Requirements / Guidance	Frequency / Regularity	Assessment of Competency of Contractor	Evidence required to demonstrate compliance	Statutory/Regulatory/ Industry Code/Good practice
Electrical, fixed installation	Testing of all fixed wiring and distribution boards	Every 5 years	NICEIC / ECA registered contractor or equivalent.	Written records including date of test, date next test due, defects found and records of repairs to rectify defects	<ul style="list-style-type: none"> Electricity at Work Regulations 1998 BS7671 IEE Wiring Regulations
	Testing of all distribution boards in mobile accommodation	Annual	NICEIC / ECA registered contractor or equivalent.	Written records including date of test, date next test due, defects found and records of repairs to rectify defects	<ul style="list-style-type: none"> Electricity at Work Regulations 1998 BS7671 IEE Wiring Regulations
Electrical, portable appliances	Visual inspections	6 monthly	In many low-risk environments, a sensible (competent) member of staff can undertake visual inspections if they have enough knowledge and training.	Log of any faults identified and remedial action taken	Electricity at Work Regulations 1998 <ul style="list-style-type: none"> Provision and Use of Work Equipment Regulations 1998 (PUWER)
	Combined inspection and testing	Variable depending on appliance and use , but generally annually. Frequency is determined by risk assessment.	When undertaking combined inspection and testing, a greater level of knowledge and experience is needed, and the person will need: the right equipment to do the tests the ability to use this test equipment properly the ability to	Documented records of items tested <ul style="list-style-type: none"> Test stickers placed on items 	Electricity at Work Regulations 1998 <ul style="list-style-type: none"> Provision and Use of Work Equipment Regulations 1998 (PUWER)

Issue / Area (listed alphabetically)	Requirements / Guidance	Frequency / Regularity	Assessment of Competency of Contractor	Evidence required to demonstrate compliance	Statutory/Regulatory/ Industry Code/Good practice
			properly understand the test results A NICEIC / ECA / NAPIT accredited contractor is recommended.		
Electrical stage lighting	Inspection and testing of portable dimmer racks with no fixed cabling, plugs, sockets, flexible leads	Every 3 months and after every alteration			Electricity at Work Regulations 1998 <ul style="list-style-type: none"> Provision and Use of Work Equipment Regulations 1998 (PUWER)
Temporary electrical installations e.g. for events	Small installations less than 6.5 kW	Before first use Dependant on length of installation further inspections will be required	Person responsible should be qualified electrician	Installation and commissioning certificates including earth leakage test records	BS 7909 – Code of practice for temporary electrical systems for entertainment and related purposes <ul style="list-style-type: none"> HSE Guidance Note GS50
	Larger installations need professional installation				
Emergency Lighting	Disconnect the mains lighting to enable a function test of the check emergency lighting units. Usually involves turning on and off with 'fish key'	Monthly	None required	Results normally recorded in the Fire log book	<ul style="list-style-type: none"> Electricity at Work Regulations 1998 BS 5266: Part 1 1999
	Carry out full rated 3 hour load test, including battery test and maintenance. Normally carried out by a competent contractor.	Annual	NICEIC / ECA registered contractor or equivalent.	Test certificate including date of test and results of annual test	

Issue / Area (listed alphabetically)	Requirements / Guidance	Frequency / Regularity	Assessment of Competency of Contractor	Evidence required to demonstrate compliance	Statutory/Regulatory/ Industry Code/Good practice
Energy Performance	Display Energy Certificate (DEC) must be produced and displayed at all times in a prominent place clearly visible to the public. DECs are only required for buildings that have a total useful floor area of more than 250m ² , that are occupied by a public authority or an institution providing a public service to a large number of people, and are frequently visited by members of the public.*	Where the building has a total useful floor area of more than 1,000m ² , the DEC is valid for 12 months. Where the building has a total useful floor area of between 250m ² and 1000m ² , the DEC is valid for 10 years.	An Energy Assessor, accredited to produce DEC's or EPC's for that type of building, is the only person who can produce the certificates and Advisory Reports for your building. The DEC and EPC will need to be lodged in a national register by the assessor and given a unique reference number.	Current certificate and advisory report A3 size to be displayed on site in prominent position Current Advisory Report (AR) must also be kept on site. You may need to produce it if asked to do so by a trading standards officer. You can be fined £500 if DEC is not displayed	The Energy Performance of Buildings (Certificates and Inspections) Regulations 2007 <ul style="list-style-type: none"> Energy Performance of Buildings Directive (EPBD) "Improving the energy efficiency of our buildings - A guide to display energy certificates and advisory reports for public buildings"
	Energy Performance Certificates (EPCs) are required when a building is constructed, sold or let. The EPC rating is different from a Display Energy Certificate (DEC) as it shows how the building has been constructed, not how it is used.	When a building is constructed, sold or let			
*The advisory report that accompanies the DEC contains recommendations for improving the energy performance of the building. It suggests a range of possible improvements, including cost effective measures that may be implemented to improve the energy performance of the property. The report includes zero and low cost operational and management improvements, possible upgrades to the building fabric or services, and opportunities for the installation of low and zero carbon (LZC) technologies. The AR does not need to be displayed but must be kept on site, you may need to produce it if asked to do so by a trading standards officer.					
Fire detection and alarm systems	Testing of call points and sounders on rotation	Weekly	Basic training in fire alarm operation only.	Results to be recorded in the Fire log book	BS 5839 1:2013 Regulatory Reform (Fire Safety) Order 2005
	Inspection and service by competent contractor	Annual (or 25% quarterly)	Competent engineer experienced in type of fire alarm being tested.	Appropriate test and inspection certificate	
Fire doors	Operation of release devices	Weekly	Trained premises team person.	Results to be recorded in the Fire Log book.	Regulatory Reform (Fire Safety) Order 2005
	Condition checks	Monthly			

Fire fighting equipment:	Visual check to ensure equipment is in its assigned location and has not been	Monthly	None, visual check only.	Results to be recorded in the Fire	BSEN 3 extinguisher Commissioning and
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Issue / Area (listed alphabetically)	Requirements / Guidance	Frequency / Regularity	Assessment of Competency of Contractor	Evidence required to demonstrate compliance	Statutory/Regulatory/ Industry Code/Good practice
Fire Extinguishers	discharged.			log book.	Maintenance to BS 5306-3: 2009 Regulatory Reform (Fire Safety) Order 2005
	Thorough inspection and testing by competent contractor	Annual	BAFE accredited engineer or equivalent trained and qualified engineer.	Test certificate	
	Extended service (test discharge)	5 yearly	BAFE accredited engineer or equivalent trained and qualified engineer.	Test certificate	
	Overhaul (hydraulic test)	10 yearly	BAFE accredited engineer or equivalent trained and qualified engineer.	Test Certificate	
Fire fighting equipment: Hoses	Hoses are no longer recommended as they are more likely to put a user at risk than prevent injuries. The recommendation is to decommission and remove fire hoses. Where hose reels remain in sit, they must be maintained to ensure that water flow is adequate and that all parts are in good working condition.	Annual	BAFE accredited engineer or equivalent trained and qualified engineer.	Test Certificate	BS 5306:Part 1: 2006 BS 671-3: 2009 Regulatory Reform (Fire Safety) Order 2005
	Where hose reels are in place, a flexible tubing pressure test must be carried out.	5 yearly	BAFE accredited engineer or equivalent trained and qualified engineer.	Test certificate	

Fire fighting equipment: Sprinklers systems	<p>Annual inspection of system by competent contractor.</p> <p>BS EN 12845 lists various other monthly, quarterly, six-monthly etc. checks and tests for things such as flow switches,</p>	Annual	LPS 1048 approved sprinkler engineer or equivalent	To be logged in the Sprinkler log book and work sheet filed.	BS EN 12845 LPCB TB203 Care and Maintenance of automatic sprinkler systems
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Issue / Area (listed alphabetically)	Requirements / Guidance	Frequency / Regularity	Assessment of Competency of Contractor	Evidence required to demonstrate compliance	Statutory/Regulatory/ Industry Code/Good practice
	remote signalling and water supply, and further guidance is available from insurers and sprinkler servicing companies.				Regulatory Reform (Fire Safety) Order 2005
	BSEN12845 and its accompanying technical bulletins advise that sprinkler systems should be tested once a week. Seek advice from a competent maintenance company for the full testing, inspection and maintenance requirements as different systems may have different requirements.	Weekly	This can be carried out in-house with appropriate training.	Results to be recorded in the Sprinkler log book.	
Fire fighting equipment: Wet and dry Risers Wet/dry risers are intended for the use of the Fire Service to provide a readily available means of delivering considerable quantities of water to extinguish or to prevent the spread of fire.	Wet Risers: Regular maintenance and servicing A wet riser is a system of valves and pipe work which are kept permanently charged with water.	2 visual inspection services per year 2 electric pump inspection services per year 1 flow test per year (if applicable)	UKAS Accredited company for testing and inspection.	Written records including date of test, date next test due, defects found and records of repairs to rectify defects	BS 5306 Part 1: 2006 Regulatory Reform (Fire Safety) Order 2005
	Dry Risers: Regular maintenance and servicing A dry riser is a system of valves and pipe work which enables the Fire Service to pump water on to upper floors of a building.	A visual inspection every six months An annual pressure test	UKAS Accredited company for testing and inspection.	Written records including date of test, date next test due, defects found and records of repairs to rectify defects	

Issue / Area (listed alphabetically)	Requirements / Guidance	Frequency / Regularity	Assessment of Competency of Contractor	Evidence required to demonstrate compliance	Statutory/Regulatory/ Industry Code/Good practice
Fire fighting equipment: Wet and dry suppression systems e.g. Ansul, FM 200	Maintenance of suppression systems as per manufacturer's guidance.	Annual	BAFE accredited engineer or equivalent trained and qualified engineer.	Records of examination and maintenance are kept, including date of inspection/maintenance, date next inspection or maintenance due and record of defects and rectification.	<ul style="list-style-type: none"> • BS 5306 • Regulatory Reform (Fire Safety) Order 2005
Fire Shutters and curtains A fire shutter or curtain is a specially developed and engineered screen that drops from the ceiling and cuts off the path of a fire between two open areas. These are often used in kitchen service hatches.	Regular testing to ensure effective operation.	Following installation and then 6 monthly or when faults are detected	Competent person.	Log book containing name and contact details of manufacturer and installer. Identification of power unit and safety devices. Results of installation testing and records of all maintenance and defect rectification	BS7273: Code of practice for the operation of fire protection measures Actuation of release mechanisms for doors <ul style="list-style-type: none"> • BS EN 12453 for installation • BS EN 12635 covers maintenance inc the need for log book • Appendix B of the Building Regulations Approved Document B
	Regular maintenance in line with the manufacturers recommendations	At least annually or when faults are detected			
Fragile Roofs	Fragile roof access to be clearly signed and guarded to prevent falls through them. Periodic inspection of signage required.	As part of termly / quarterly health and safety inspection regime.	None – can be carried out by premises staff.	Termly monitoring inspection forms	Working at Height Regulations 2005

Issue / Area (listed alphabetically)	Requirements / Guidance	Frequency / Regularity	Assessment of Competency of Contractor	Evidence required to demonstrate compliance	Statutory/Regulatory/ Industry Code/Good practice
Fuel Oil and biomass storage	Must be maintained in accordance with the manufacturers' recommendations,	Annual	Ensure that service technician has demonstrable proof of competency appropriate to the equipment / service being maintained.	Records of examination and maintenance are kept, including date of inspection / maintenance, date next inspection or maintenance due and record of defects and rectification.	The Control of Pollution (Oil Storage) (England) Regulations 2001 <ul style="list-style-type: none"> Guidance Note for the Control of Pollution (Oil Storage) (England) Regulations 2001 Building and Engineering Services Association SFG/20
Gas appliances	Must be maintained in accordance with the manufacturers' recommendations	Annual	Ensure that service technician has demonstrable proof of competency i.e. a Gas Safe card with credits appropriate to the equipment / service being maintained.	Records of examination and maintenance are kept, including date of inspection/maintenance, date next inspection or maintenance due and record of defects and rectification. Service document should also record the Gas Safe registration of the technician carrying out the work.	Gas Safety (Installation and Use) Regulations 1998 <ul style="list-style-type: none"> L56: Safety in the installation and use of gas systems and appliances
Gas pipe work	Safety inspections of internal gas pipe work (including all ancillary equipment including the pipes, valves, regulators, boosters and compressors).	Annual	Ensure that service technician has demonstrable proof of competency.	Records of examination and maintenance are kept	Gas Safety (Installation and Use) Regulations 1998
	Tightness testing of internal gas pipe work	5-yearly			

Issue / Area (listed alphabetically)	Requirements / Guidance	Frequency / Regularity	Assessment of Competency of Contractor	Evidence required to demonstrate compliance	Statutory/Regulatory/ Industry Code/Good practice
Gates & Barriers (Automated)	Site specific risk assessment	Before installation	Competent person / organisation.	Records of maintenance including testing of functioning of safety devices fitted. Complete follow up actions.	Supply of Machinery (Safety) Regulations 2008 • BS EN 12635:2002 – Industrial, Commercial and Garage Doors and Gates – Installation and Use HSE Guidance
	Regular service & maintenance as per manufacturer's recommendations to ensure safe operation, including all safety devices.	Annual	For new installations confirm that the supplier will CE mark the gate and issue you a Declaration of Conformity.		
Gym Equipment	Visual inspection of equipment	Prior to each use	Qualified PE Teachers.	Log sheet or similar	BS1892 part II 1986/1991 • "Safe Practice in Physical Education and School Sport" (section 3.6 and Appendix 20) – Association of Physical Education http://www.afpe.org.uk/
	To inspect and maintain all Gymnasium Equipment to the standards required in British Standard Specification BS1892 part II 1986/1991 To ensure that equipment remains safe for use, but also to prolong the life of equipment by regular inspection and renewal of worn parts.	Annual	Qualified to inspect to the standard.	A detailed inspection report, summarising any faults and remedial action required • Evidence of remedial works completed	
Hydrotherapy and swimming pools	Maintained to the standards outlined in "Treatment and quality standards for pools and spas" published by the Pool Water Treatment Advisory Group.	As per manufacturers requirements	Staff trained and competent to handle the chemicals associated with the pool treatment. Either properly trained site staff or outside contractor.	Records to be maintained and kept for a minimum of 5 years.	BS EN 15288 – 2:2008 Managing Health and Safety in Swimming Pools (HSG179)
Intruder Alarm	Monitored inspection and testing according to manufacturer's guidelines	6 monthly	Competent person or contractor.	An inspection report summarising any faults and remedial action required	Electricity at Work Regulations 1998 • IEE Wiring Regulations: BS7671
	Unmonitored inspection and testing according to manufacturer's guidelines	Annual			

Issue / Area (listed alphabetically)	Requirements / Guidance	Frequency / Regularity	Assessment of Competency of Contractor	Evidence required to demonstrate compliance	Statutory/Regulatory/ Industry Code/Good practice
Lifts and lifting equipment Lifting equipment includes any equipment used at work for lifting or lowering loads, including attachments used for anchoring, fixing or supporting it.	Thorough examination of equipment designed for the lifting of passengers e.g. passenger lifts, patient hoists, powered stair lifts, tail lifts on disabled transport vehicles, window cleaning cradles.	Before using for the first time and every 6 months	Thorough inspection is usually carried out by someone other than the person maintaining the equipment, commonly through an insurance company.	Written report containing date of examination, date next examination is due and a full list of any defects found.	<u>Lifting Operations and Lifting Equipment Regulations 1998 (LOLER)</u> • “Guidelines on the supplementary tests of in-service lifts” - The Safety Assessment Federation (SAFed) and the HSE
	Thorough examination of equipment designed for the lifting of goods/objects only, e.g. scissor lifts, mobile elevating work platforms, vehicle inspection platform hoists, vehicle tail lifts, cranes, fork lift trucks, lifting beams.	Before using for the first time and annually	Note: A thorough inspection is not the same thing as routine maintenance.		
	Thorough examination of all Lifting accessories, regardless of whether they are used to lift passengers or goods. Lifting accessories are any components to the main lifting structure that are subject to wear and tear and the bearing of a load and which are integral to the operation of the lifting equipment, e.g. chains, slings, ropes, hooks, shackles, eyebolts, fall arrest harness.	Before using for the first time and every 6 months			
	Full routine maintenance of equipment designed for both the lifting of passengers and goods according to manufacturer’s guidelines.	Depending on the equipment and the manufacturer’s recommendations this can be anything from Quarterly to annually		Suitably qualified mechanical engineer.	
	Supplementary tests for in-use passenger and goods lifts are tests or examinations called for by a ‘Competent Person’ where concerns regarding the condition of equipment arise following thorough examination.	As determined by the competent person engaged to carry out thorough examination.	Thorough inspection is usually carried out by someone other than the person maintaining the equipment, commonly	Must be certificated and a copy kept on site for inspection	

Issue / Area (listed alphabetically)	Requirements / Guidance	Frequency / Regularity	Assessment of Competency of Contractor	Evidence required to demonstrate compliance	Statutory/Regulatory/ Industry Code/Good practice
	<p>The requirement for supplementary tests is determined on the basis of an assessment of risks at the time of each thorough examination. Supplementary tests may include:</p> <p>Testing of safety gear Thorough overhaul and in-depth testing, including the use of weights, to test cables, breaking and motor efficiency.</p>		through an insurance company,		
Lightning conductors	Where fitted, the lightning conductor installation must be checked for damage and deterioration. The electrical continuity of conductors, bonds and joints require testing and the earth resistance measured.	11 monthly	Competent person.	Issue of test compliance sheet.	BS 6551 , BS EN 62305
Playground equipment	Visual Inspection	Daily	No specific training required and can be carried out by premises staff.	None required, but could be recorded in an opening and closing book if school follows this good practice.	<ul style="list-style-type: none"> EN: 1176 (play equipment). EN: 1177 (safety surfacing).
	Documented visual (routine) inspection	Weekly	No specific training required and can be carried out by	Weekly inspection monitoring form	

Issue / Area (listed alphabetically)	Requirements / Guidance	Frequency / Regularity	Assessment of Competency of Contractor	Evidence required to demonstrate compliance	Statutory/Regulatory/ Industry Code/Good practice
			premises staff, but an RPII Outdoor Routine qualification is desirable.		
	Interim operation inspections	Quarterly	Can be carried out by premises staff with RPII Registered Outdoor Operational Inspector training (<i>recommended</i>) or similarly qualified contractor.	Quarterly monitoring inspection form.	
	Annual inspection and assessment	Annual	RPII Outdoor Annual Registered Certified inspectors.	A detailed inspection report summarising any faults and remedial action required	
	Maintenance to be carried out	Annual and as required	Competent contractor, e.g. from equipment supplier/installer.	Evidence of remedial works completed	
Pottery Kilns	Annual inspection and maintenance as per manufacturer's instructions	Annual	<p>NICEEC accredited contractor for electric kilns.</p> <ul style="list-style-type: none"> Gas Safe accredited contractor for gas kilns (<i>these are not recommended for use in schools</i>) 	Date of test and name of tester. The record must show actual measured test values of earth continuity and insulation resistance. Actual current drawn is also a useful measurement to record.	<p>Gas Safety (Installation and Use) Regulations 1998</p> <ul style="list-style-type: none"> Electricity at Work Regulations 1998 BS7671 IEE Wiring Regulations Provision and Use of Equipment Regulations 1998
Pressure vessels	Ensure that the system undergoes through examination according to a written scheme.	Annual	Insurance company	Records of examination and maintenance are	The Pressure Systems Regulations 2000

Issue / Area (listed alphabetically)	Requirements / Guidance	Frequency / Regularity	Assessment of Competency of Contractor	Evidence required to demonstrate compliance	Statutory/Regulatory/ Industry Code/Good practice
	e.g. of pressure vessels include expansion valves on gas boilers, steam ovens / pressure cookers, compressors and portable hot water/steam cleaning unit fitted with pressure vessel.			kept, including date of inspection/maintenance, date next inspection or maintenance due and record of defects and rectification.	
	Implement a suitable maintenance scheme for the system according to manufacturer's guidelines.	At least annually and as necessary.	Suitably qualified mechanical engineer.		
Roller shutters (see also fire shutters)	Regular maintenance in line with the manufacturers recommendations	At least annually	Competent person.	Log book containing name and contact details of manufacturer and installer. Identification of power unit and safety devices. Results of installation testing and records of all maintenance and defect rectification	<ul style="list-style-type: none"> • BS EN 12453 for installation • BS EN 12635 covers maintenance inc the need for log book
Tables (particularly centre fold ones such as SICO)	Regular maintenance according to manufacturer's recommendation. <ul style="list-style-type: none"> • Training for staff operating tables 	Annual	Serviced by contractor's trained staff.	Maintenance record showing date of maintenance and any defects and their rectification. Training records	Provision and Use of Work Equipment Regulations 1998 (PUWER)
Tree Safety and grounds maintenance	Regular visual inspection to identify broken/dead branches, especially after high winds	Annual, and after high winds	None – suitable premises staff.	<ul style="list-style-type: none"> • Records of maintenance activity. • Record of tree inspections including date of survey, results, list of recommended actions and dates 	Compliant with BS 7370
	Maintenance regime to be in place for all surfaces and features.	Every 3 years	Qualified arboricultural contractor.		
	Tree survey	Various	Competent person.		

Issue / Area (listed alphabetically)	Requirements / Guidance	Frequency / Regularity	Assessment of Competency of Contractor	Evidence required to demonstrate compliance	Statutory/Regulatory/ Industry Code/Good practice
				works completed	
Water hygiene: risk assessment	Water Hygiene risk assessment carried out and reviewed	Every 2 years or when there is significant change to the system or use of the building.	Assessor should have suitable experience and training, e.g. Legionella Control Association registered.	Legionella risk assessment including asset register of components and schematic diagram of the system. Identification of likely risks and measures to reduce/control the hazard.	The control of Legionella <ul style="list-style-type: none">● bacteria in water systems L8
Water hygiene: testing and precautions	Flush through of little used outlets.	Weekly	Weekly, monthly and quarterly, trained premises staff.	Log book containing records of tests including dates and remedial actions where tests are outside accepted parameters.	The control of Legionella <ul style="list-style-type: none">● bacteria in water systems L8
	Temperature testing of hot and cold stored water systems.	Monthly			
	De-scaling of shower heads.	Quarterly			
	Supply temperature check	6 monthly	Suitably qualified contractor e.g. Legionella Control Association registered.		
	Sampling and chlorination of system and regular routine maintenance required.	Annual			
Water hygiene: Thermostatic Mixing valves on water outlets and showers	In service safety check to be carried out to check whether any deterioration has occurred in the performance of the Thermostatic Mixing Valve (TMV).	6 Monthly	Servicing should only be undertaken by a competent engineer or plumber.	Maintenance record showing date of maintenance and any defects and their rectification.	Provision and Use of Work <ul style="list-style-type: none">● Equipment Regulations 1998 (PUWER)
	Maintenance of all Thermostatic Mixing Valves.	Annual or following identification of a fault			
Water and surface Temperature	Heat emitters and exposed surfaces of pipe work not to exceed regulation temperatures.	Annual	Competent person.	Records of maintenance activity.	<ul style="list-style-type: none">● Building Bulletin 87: Guidelines for Environmental Design in Schools

Issue / Area (listed alphabetically)	Requirements / Guidance	Frequency / Regularity	Assessment of Competency of Contractor	Evidence required to demonstrate compliance	Statutory/Regulatory/ Industry Code/Good practice
Working at Height: Ladders	Ladders should be inspected before use and at regular intervals according to the manufacturer's instructions	Annual	Trained and Competent person.	Periodic visual inspection of ladders should be recorded including date, person inspecting. Any defects and record of repair or destruction. Ladders should be easily identifiable, e.g. through the use of inspection tags.	<ul style="list-style-type: none"> Working at Height Regulations 2005 Provision and Use of Work Equipment Regulations 1998 (PUWER)
Working at Height: Scaffold Access towers	<ul style="list-style-type: none"> Inspection after assembly in any position Maintenance and inspection as per manufacturer's recommendations 	<ul style="list-style-type: none"> After assembly and before first use After any event that may affect stability e.g. vehicle strike, high winds Every 7 days whilst erected 	Erected and inspected by trained person (PASMA Trained or similar) hired towers to be assembled by hire company if no trained person available.	Records of inspections to be kept at least until next inspection.	<ul style="list-style-type: none"> Working at Height Regulations 2005 Provision and Use of Work Equipment Regulations 1998 (PUWER)
Working at Height: Guard rails	Must be properly inspected and maintained.	Annually	Competent person.	Records kept	<u>Working at Height Regulations 2005</u>
Working at Height: Fall arrest and fall restraint systems (see also lifting)	Visual inspection of harnesses, cables and eye bolts. Users must be properly trained, closely supervised and rescue procedures must be in place.	Prior to each use	By trained user.		<ul style="list-style-type: none"> BS EN 365:2004 BS 6037-1-2003, EN 1808 <u>Working at Height Regulations 2005</u>

Issue / Area (listed alphabetically)	Requirements / Guidance	Frequency / Regularity	Assessment of Competency of Contractor	Evidence required to demonstrate compliance	Statutory/Regulatory/ Industry Code/Good practice
equipment)	Must be properly inspected and maintained including thorough examination.	6 monthly	Competent and independent person for thorough inspections.	Records kept including thorough inspections	<ul style="list-style-type: none"> • Lifting Operations and Lifting Equipment Regulations 1998 (LOLER) • Provision and Use of Work Equipment Regulations 1998 (PUWER)

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Glossary

Item	Definition
BAFE	British Approvals for Fire Equipment
BS	British Standard
CLEAPSS	Consortium of Local Education Authorities for the Provision of Science Services
COSHH	Control of Substances Hazardous to Health
DATA	Design and Technology Association
ECA	Electrical Contractors Association
EN	European Norm
HSE	Health and Safety Executive – The national enforcement body for health and safety law in the UK.
IEE	Institution of Electrical Engineers
L8	Legionnaires' Diseases. The Control of Legionella Bacteria in Water Systems Approved Code of Practice
NAPIT	National Association of Professional Inspectors and Testers
NICEIC	National Inspection Council for Electrical Installation Contracting
PUWER	Provision and Use of Work Equipment Regulations
PASMA	Prefabricated Access Suppliers' and Manufacturers' Association
SFG/20	Building and Engineering Services Association Standard Maintenance Specification

