

# **HEALTH, SAFETY AND WELFARE POLICY**

## **Statement of Intent**

This policy statement supplements and complements the more detailed statement issued by the Derbyshire Children and Younger Adults (CAYA) Department issued on the Derbyshire Extranet.

The school's Governing Body and Senior Management Team recognise and accept their responsibilities both under civil and criminal law and also under schemes of delegation for local management of schools. As responsible employers and/or persons in control of premises, the requirements to provide a safe and healthy working environment for all employees is acknowledged.

The school is committed to ensuring that risk assessments are undertaken, control measures implemented and systems of work are constantly monitored and reviewed.

In compliance with the Health and Safety at Work etc Act 1974, this schools Governing Body will ensure so far is reasonably practicable that:

The premises are maintained in a safe condition.

Safe access to and egress from the premises is maintained.

All plant and equipment is safe to use.

Appropriate safe systems of work exist and are maintained.

Sufficient information, instruction, training and supervision is available and provided.

Arrangements exist for safe use, handling and storage of articles and substances at work.

A healthy working environment is maintained including adequate welfare facilities.

In addition to the above commitment, the Governing Body also recognises its obligation to non-employees. Where it is reasonably foreseeable that pupils, members of the public, contractors etc are or may be affected by the school activities being carried out on or within the school boundaries or otherwise, the Governor Body will make the necessary information, instruction, training and supervision available to ensure the safety of those affected. As an education provider which must set standards by example for its pupils, this commitment is seen as especially important.

Within financial restraints dictated by the County Council, the Governing Body will ensure through the Senior Management Team that adequate resources are set aside from the total budget allocation for the policy statement to be properly implemented.

The Governing Body is committed to this policy and all staff are required to comply as a condition of employment. They are encouraged to assist in the Governing Body's commitment to the continuous improvement in our health and safety performance. For

the policy to be effectively implemented the school must have the full co-operation of employees and others who use the premises.

Employees are reminded of their own duties:

To take care of their own safety and that of others;

To co-operate with the Governing Body and the Senior Management Team so that they may carry out their own responsibilities successfully.

To comply with all relevant, codes of practice and standards as necessary, and point out any shortcomings in these to management.

Consultation with employees' representatives will be held as and when appropriate on all matters affecting the health and/or safety of employees concerned.

A copy of this statement has been provided to every member of staff. Copies are also posted on the staff notice-boards. This policy statement and the accompanying organisation and arrangements will be revised as and when necessary.

This policy statement together with the organisational structure and the following arrangements and procedures has been approved by the schools Governing Body.

## **Responsibilities of Governing Bodies**

Governing Bodies are responsible for ensuring that health and safety is maintained within their school. In order to do this they must ensure that certain key elements are in place within the school. The responsibilities of Governing Bodies outlined below fall principally into the areas of monitoring of performance, ensuring health and safety matters are adequately resourced and ensuring that those staff who have specific health and safety responsibilities are aware of and undertake those responsibilities.

In particular the Governing Body should ensure that:-

- The school has a health and safety policy (which can be based on the CAYA policy and guidance) which is implemented within the school and that the effectiveness of this policy is monitored. The Governors should formally approve this policy.
- Health and safety is effectively managed in the school through appropriate management systems including risk assessments, inspections, communication systems, guidance, review and monitoring.
- The school considers health and safety as an on-going priority and ensures that health and safety obligations are included in school development plans.
- Health and safety responsibilities are allocated to appropriate staff within the school's organisational structure.
- When decisions on staffing levels are being considered that the health and safety implications of such decisions are fully considered.
- Adequate resources for health and safety are identified.
- They seek health and safety advice from CAYA Health and Safety Section as necessary and that this advice is acted upon as far as is reasonably practicable.
- There is an appropriate forum for discussing health and safety issues, taking decisions and ensuring action is carried out. This could be full Governors' meetings or a sub-committee of the Governors where health and safety is a standing agenda item.
- They receive an annual report on the school's health and safety performance from the Headteacher to include, for example, the findings of risk assessments, any problems the Headteacher feels need referring to the Governors, accident statistics, any changes in working practice and any budgetary implications (this is not an exhaustive list).
- They receive on a regular basis any guidance issued by the Authority and take appropriate action as necessary.
- They review annually the health and safety performance of the school and set targets for achievement for the next year.
- All the County guidance on school journeys and adventure activities and licensing where appropriate is complied with.

## **Responsibilities of the Headteacher**

The Headteacher is ultimately responsible for the day to day implementation of health and safety in their school. This includes ensuring there are arrangements in place for the safe use of the school after hours for lettings and other events.

In order to effectively discharge this responsibility, the Headteacher should ensure that:-

- A school health and safety policy is developed with the Governing Body in line with the CAYA health and safety policy and guidance and that this policy is fully implemented and monitored within their school.
- The policy is brought to the attention of all employees and is periodically reviewed.
- His/her knowledge of health and safety issues is kept up to date.
- Individuals within the school staff are allocated appropriate duties in terms of health and safety management and that these are recorded in the school health and safety policy document.
- Staff are made aware of the health and safety guidance, and any guidance issued by the CAYA which is relevant to their work.
- An annual report on health and safety is prepared and presented to the Governors.
- Inspections of the school are carried out as per CAYA guidance and that appropriate action is taken to deal with the findings of these inspections.
- The school has a relevant number of people trained to carry out risk assessment.
- Risk assessments of all significant risks are carried out and that the findings of these risk assessments are communicated to all those who may be affected by the risk.
- Following risk assessment, an action plan is drawn up to ensure the identified risk reduction measures are followed up.
- Adequate resources are made available to ensure that the school meets its statutory obligations as far as is reasonably practicable.
- Staff training needs in terms of health and safety are identified and that staff receive adequate health and safety training where required. This should include ensuring that all staff (including supply, part-time and temporary staff, staff undergoing teaching training and students on work experience) receive as a basic minimum induction training on their first day in school.
- An appropriate hazard reporting system is set up and that there is a follow-up procedure to ensure actions have been taken.
- All equipment (both personal protective equipment and general equipment, eg tools, goggles, gloves, ladders etc) required to ensure health and safety, is provided and is suitable for the task for which it is intended and that it can be adequately and safely stored.
- Systems exist to ensure equipment is checked and where it is found to be faulty that it is taken out of use until repaired/disposed of.
- Safe systems of work are adopted and are documented.

- All goods purchased comply with the relevant safety standards and where there are health and safety implications for their use that these are considered prior to purchase and appropriate systems of work and risk assessments are put in place.
- Appropriate emergency procedures, eg fire drills, fire alarm testing, etc, are carried out in accordance with CAYA guidance and that the results are recorded and where appropriate acted upon.
- Where contractors are appointed to work on the site that all appropriate health and safety documents (eg safety policy/risk assessments) have been seen by the school. That all risks presented by the contractor's work have been assessed and appropriate controls put into place and that the contractor has been made aware of any risks that there may be to their health and safety from working on the site.
- That there are systems in place to ensure that all necessary permits to work are completed for work by contractors.
- All parts of the premises and plant that the Governors are responsible for the repair and/or purchase of are regularly inspected and maintained in safe order. That any unsafe items which are the responsibility of the Authority are reported to them in the appropriate form.
- Where a situation presents an imminent risk of serious personal injury that action is taken to minimise that risk as far as is reasonably practicable irrespective of who is ultimately responsible for dealing with it under the LMS scheme.
- Appropriate first aid provision is ensured and maintained.
- Where the premises are used or let after hours that all appropriate health and safety considerations eg access, lighting, emergency escapes, access to a phone, access to first aid facilities, have been considered and the necessary actions have been put in place. That all the necessary insurance is in place and that a lettings agreement has been signed.
- Any health and safety guidance received from CAYA is made available to the Governing Body so that appropriate action may be taken as necessary.
- There is appropriate liaison and consultation with Trade Union representatives.

## **School health and safety co-ordinator**

### **At Flagg Nursery School the Head Teacher is the Health and Safety Co-ordinator**

The school health and safety co-ordinator has the following responsibilities:

- To co-ordinate and manage the annual risk assessment process for the school.
- To co-ordinate the general workplace inspections and performance monitoring process.
- To make provision for the inspection and maintenance of work equipment throughout the school.
- To manage the keeping of all health and safety records including management of the building fabric and building services in liaison with County Property division and other contractors.
- To ensure that staff are adequately instructed in safety and welfare matters about their specific work place and the school generally.
- Carry out any other functions devolved to them by the Governing Body.

## **Class teachers**

Class teachers are expected to:

- Exercise effective supervision of their pupils, to know the procedures for fire, first aid and other emergencies and to carry them out.
- Follow particular health and safety measures to be adopted in their own teaching areas as laid down in the relevant guidance, if issued and to ensure that they are applied.
- Point out any shortcomings in health and safety arrangements relevant to their area of work.
- Give clear oral and written instructions and warnings to pupils when necessary.
- Follow safe working procedures, be aware of all risk assessments and appropriate control measure relevant to there area of work and teaching.
- Require the use of protective clothing and guards where necessary.
- Make recommendations to their Headteacher on health and safety equipment and on additions or necessary improvements to plant, tools, equipment or machinery.
- Integrate all relevant aspects of safety into the teaching process and, where necessary, give special lessons on health and safety in line with National Curriculum requirements for safety education.
- Avoid introducing personal items of equipment (electrical or mechanical) into the school without prior permission.
- Report all accidents, defects and dangerous occurrences to the Headteacher
- Set a good personal example.

## **All Employees**

All employees have health and safety responsibilities as outlined by the Health and Safety at Work etc Act 1974 and the Management of Health and Safety at Work Regulations 1999.

The health and safety responsibilities of employees are as follows. Whilst at work all employees will:

- Make themselves familiar with and conform to the schools/department health and safety policy.
- Be aware of and comply with all schools/department health and safety guidance and instructions, safe systems of work and risk assessments, including control measures relevant to their area of work.
- Point out any shortcomings in the schools/department arrangements for health and safety (guidance, instruction, safe systems of work and risk assessments) to their Headteacher as appropriate.
- Report all hazards and incidents occurring during the course of their work to their line manager. In addition to this, where the hazard is such that it represents an imminent risk of serious injury, the employee must take all steps within their control to make the situation safe.
- Use appropriate safety equipment and personal protective equipment/clothing which is provided by the employer and ensure that it is used by persons under their charge where appropriate.
- Co-operate with management in any situation related to health and safety, for example, the introduction of new procedures, initiatives or requirements.
- Co-operate with any investigations related to health and safety, e.g. accident investigations.
- Ensure that all persons for whom they have responsibility obey safety rules and safe systems of work.
- Not use equipment which they have not been trained to use.
- Take reasonable care for their own health and safety and that of other persons who may be affected by their acts or omissions.
- Report all accidents however minor or near misses.
- Not intentionally or recklessly interfere with or misuse anything provided in the interests of health, safety and welfare.

### **School Health and Safety Representatives**

The Governing Body recognises the role of Health and Safety Representatives appointed by a recognised trade union. Health and Safety Representatives will be allowed to investigate accidents and potential hazards, pursue employee complaints and carry out school inspections within directed time but, wherever practicable, outside teaching hours. They will also be consulted on health and safety matters affecting all staff.

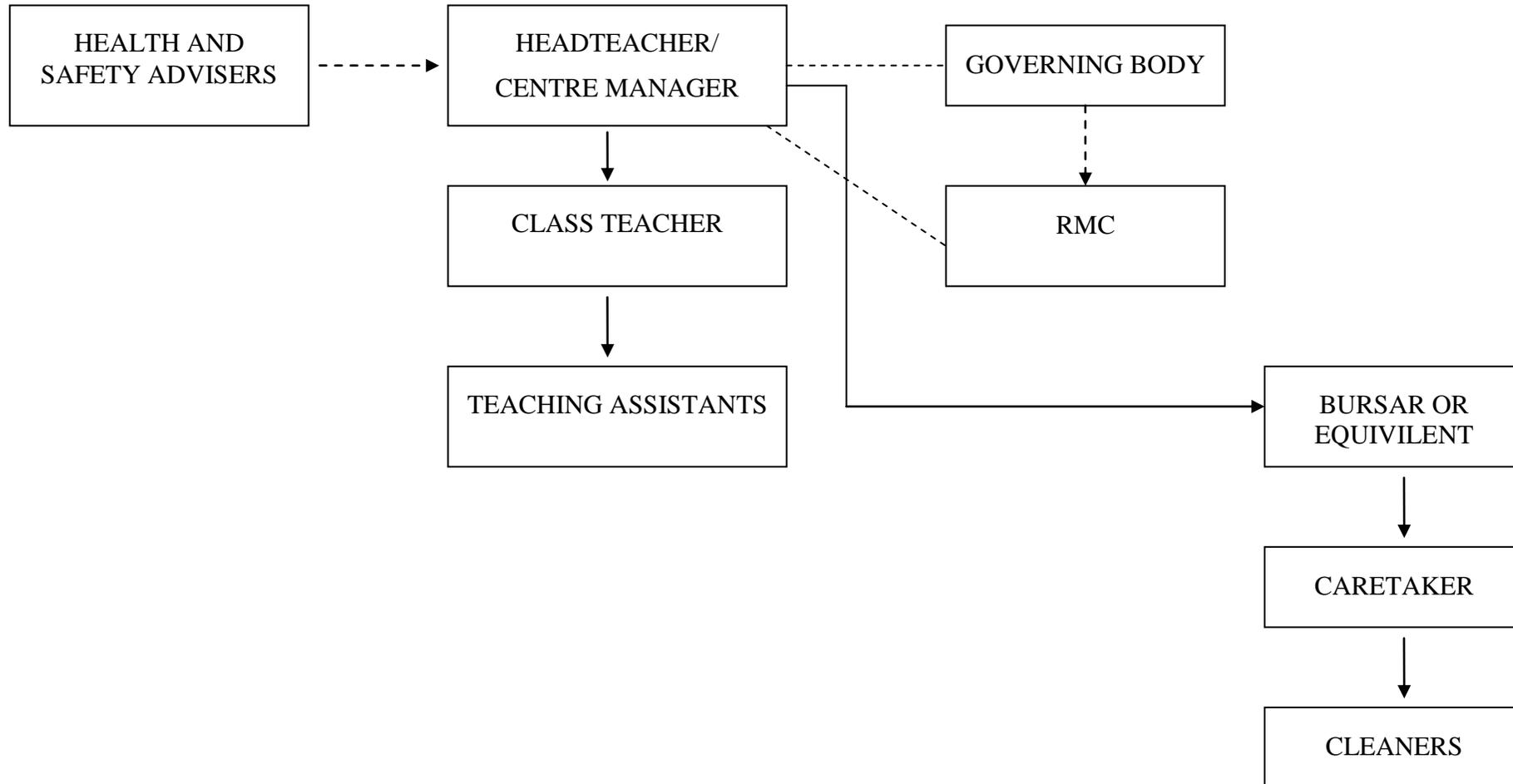
They are also entitled to certain information, e.g. about accidents and to paid time Off to train for and carry out their health and safety functions. However, they are not part of the management structure and do not carry out duties on behalf of the Head teacher or Governing Body.

## **Pupils**

Pupils, allowing for their age and aptitude, are expected to:

- Exercise personal responsibility for the health and safety of themselves and others.
- Observe standards of dress consistent with safety and/ or hygiene.
- Observe all the health and safety rules of the school and in particular the instructions of staff given in an emergency.
- Use and not wilfully misuse, neglect or interfere with things provided for their health and safety.

## Organisational Responsibility for Health and Safety



## **Arrangements for Health and Safety**

This is perhaps the most important part of the Health and Safety Policy. In effect it can be described as a list of rules to be followed by staff.

### **Accident/Incident Reporting**

All accidents and incidents in Flagg Nursery School will be reported and recorded in line with the Local Authority accident reporting guidance. In Flagg Nursery School all staff will report all accidents to Mrs Brown who will ensure that they are recorded in line with this guidance and who will be fully familiar with it. A copy of the guidance is held in the school office Health and Safety file.

### **Accident Investigation**

All accidents requiring investigation at Flagg Nursery School will occur in relation to Local Authority accident investigation guidance. Information regarding Accident Investigations is held in the school office Health and Safety file.

### **Administration of Medicines**

Please see separate Administration of Medicines Policy.

### **Animals**

Parents will be told in advance if animals are to be brought into school so that staff can be advised of children with known allergies. Anyone who handles an animal must wash their hands thoroughly immediately afterwards. Parents are asked not to bring dogs into school or the playground.

### **Asbestos**

The school has an up to date asbestos survey which is kept in the red box in the office. All contractors must read this report and sign a form to acknowledge this information. Any work that needs to be carried out is in conjunction with the recommendations of the Asbestos Regulations.

### **Child Protection**

All employees and voluntary helpers who work with the children will have been checked by police procedures for possible offences relating to children. Helpers in school which can include students, parents, visitors etc. will not be asked to work with children on their own. If working in a room or area adjacent to the main teaching area for reasons of sufficient space, then doors or curtains will not be closed. This is for the protection of the adults as well as the children.

### **Non Accidental Injuries to Children.**

It is essential that staff report any suspicious bruising, injuries or any other concerns they may have about a child to the Head Teacher (the Child Protection Co-ordinator) immediately. The agreed procedure must be followed very carefully. (See Child Protection Handbook in Office).

## **Communication**

All staff are required to verbally inform the Head Teacher if they have any concerns regarding Health and Safety. Information is given to staff via staff meetings, newsletters or via direct messages written on the board in the kitchen or delivered verbally.

## **Consultation with Staff**

All matters regarding Health and Safety within school are discussed with staff during training sessions or staff meetings. Consultation is carried out where appropriate. The school does not have a dedicated Health and Safety Union representative.

## **Contractors/visitors**

All contractors who visit the school site are required to sign in on arrival in the visitor log book in the school office and show their DCC badge. Any contractor arriving to carry out any work where tools are used are required to complete a Permit to Work form and to ask about contact with asbestos within school.

Most contractors are procured via the DCC Technical Services Department and as such are covered by the DCC for insurance and security checks.

On rare occasions, other contractors may be procured by the school independently. These contractors are also required to provide evidence of insurance and safety certificates (if applicable).

## **COSHH**

All substances will be correctly controlled according to COSHH regulations and any substances with harmful properties will be COSHH assessed and be securely kept to avoid unauthorised access. No substance should be brought into the school for any purpose without reference to the Head Teacher. All policies and assessments in connection with usage of substances will be made known to all persons involved to ensure that they have the required information with regard to safe use, disposal, protective equipment, etc.

For detailed information on C.O.S.H.H. regulations, procedures and assessments consult information in the Health, Safety and Risk Management Handbook. Completed Assessment Forms are kept in the C.O.S.H.H. Assessment Folder, which is kept in the Office filing cabinet and is available for consultation as required.

## **Curriculum**

The Class Teacher will be responsible for making sure that a visual inspection of computers takes place before children use them. Batteries will be stored in suitable conditions with a visual check for deterioration.

Tools will be kept in a way that will not allow pupil access unless supervised and children will be taught safe use of tools with close supervision at all times.

## **Disaster Plans (Critical Incident Management Plan)**

The school keeps an up to date plan for the emergency evacuation of the school site. This is kept in the office. All staff are kept informed and re trained annually.

## **Display Screen Equipment**

The Code of Safe Working Practice on Display Screen Equipment is intended to provide guidance on the assessment and reduction of risks, minimum requirements for equipment and the working environment, along with information and arrangements to ensure the Health and Safety of users.

Users have a statutory entitlement to appropriate eyesight test for display screen work.

If the optician recommends spectacles for VDU use, the user should obtain a receipt from the optician which should be sent to the LA Personnel Dept. together with a letter of recommendation from the Governing Body of the School. A cheque for up to £50.00 will then be issued. (This amount will come from the School's budget and the Governors of this school have decided that at least two years must elapse between applications for financial help towards the cost of new spectacles.)

A risk assessment in the form of an Ergonomic Survey should be carried out on an annual basis.

For detailed information on the Display Screen Equipment Code of Practice consult the relevant section in the Health, Safety and Risk Management Handbook.

## **Educational School Visits**

See EVC policy and procedures.

## **Environmental**

It is intended that suitable environmental conditions will be maintained within the premises.

1. This will include an appropriate working temperature (16C-18C is an acceptable standard) and sufficient lighting.
2. Staff using VDU's will be advised to have suitable "rest" periods away from the screen, i.e. no more than 50 minutes using screen then 10 minutes break on an alternative task.
3. Facilities provided in the school will be maintained in a clean and hygienic state. To include toilets, hand washing facilities, provision for making drinks and eating food.
4. All staff must make sure that they clear away all food, dishes and cutlery and wash and put away.
5. Smoking is not permitted and we fully support the No Smoking Policy of Derbyshire County Council. We do not have space for a designated smoking area and there can be no smoking anywhere on the school site, again in line with County Policy. This includes the garden -any parent seen smoking must be discreetly asked not to do so again. (See Smoking Policy)

## **Fire**

### **The Head Teacher is the Duty Holder for the School**

1. A fire evacuation practice will be carried out each term at different times of the day to take account of employees working at different times. Escape routes will be varied to encourage staff and pupils to think for themselves and not use the same exit each time. The Assembly Point after leaving the school buildings is in the garden. If the Senior person on duty feels there is a risk of fire reaching this point, everyone should be moved further away. Children should leave the area they are in when the alarm sounds with the adult in charge of them who will make every effort to take the Class register with them and hold a roll call. The Clerk will hold a roll call of visitors. (See also Appendix A Fire Evacuation).

2. The fire alarm system will be tested by the Caretaker on a weekly basis, at, for 5 seconds in term time, with call points numbered and tested in rotation to ensure all call points are in working order and available when required. If the alarm rings for longer than 5 seconds, then the usual evacuation procedures should be followed. (Please see Appendix A).

3. All alarm tests and evacuation practices to be entered in the Health and Safety Log.

4. Training will be given to all employees on the use of fire escape routes. All signs indicating fire escape routes and routines will require visual inspection by all employees on a day to day basis to ensure that they are in place and legible. In addition they will be checked on termly inspection by the Health and Safety Governor. (See Safe Schemes of Work and inspection of Premises).

6. All fire fighting equipment is tested annually through the LA who provide a report which is kept in the Asset Management Plan folder in the red box.

## **First Aid**

All staff will hold Paediatric training certificates.

In the event of a more serious accident or where there is any doubt about treatment, medical help will be obtained through the Emergency Services. Supplies for First Aid will be monitored and maintained by the clerk. Training will be given to staff every 3 years, or when the need arises.

## **COMMUNICABLE DISEASES**

1) If it is suspected a pupil may be showing early signs of an infectious disease the child, where possible, should be taken home or temporarily isolated in the care of a member of staff until parents can be contacted. On receiving confirmation of diagnosis of infectious disease the child should be excluded for the period of time recommended in the guidance to be found on the back of the leaflet "Your School Health Service".

2) Application of the guidance will be supplemented as appropriate by seeking advice from the Consultant in Communicable Disease Control at the Health Authority.

3) Education of children in the principles of personal hygiene in the event of an outbreak of infectious disease will be important. Assistance may be sought from the

Health Visitor, School Doctor, School Nurse and Health Promotion Unit as necessary. (See also Appendix B.)

## **Housekeeping/Storage**

All staff have a responsibility to maintain areas within their responsibility in a safe manner where risks are minimised. Such routine housekeeping will include:

1) An ongoing responsibility to keep storage and resource areas in a tidy condition. Minimisation of potential risks of injury such as through persons tripping or slipping, or where items may fall or cause obstruction and other inappropriate storage procedures will make an underlying contribution to health and safety.

2) Floors, corridors and in particular escape routes must be kept clear of obstruction. All relevant external exit doors are to be kept clear of obstruction and be capable of being opened easily and immediately from the inside of the building when it is occupied.

3) Display, furnishing and curtaining do not constitute a fire hazard.

4) Combustible rubbish inside the building should be kept to a minimum and removed as soon as possible, at least on a daily basis.

5) Shelf storage should be managed to ensure shelves are not overloaded and those heavy or bulky items are positioned at a low level, i.e. on the floor rather than a shelf if necessary.

## **Inspection of the Premises**

The underlying aim of a positive health and safety culture in the school is to prevent situations arising, which pose a hazard to whatever degree. An established and cyclical pattern of inspection and testing will contribute significantly to achievement of this aim. In the course of a year this pattern should include the following: -

Weekly:

Fire alarm test, (to be operated from each call point in sequence)

Inspection of First Aid provision

Playground inspection

2) Termly:

Evacuation practice

Inspection of electrical appliances

Inspection of entire premises by Health and Safety Committee

Early Years mechanical play equipment check, (bicycles, scooter, etc.)

3) Annually:

Testing of portable electrical appliances (P.E.E. testing)

Testing of P.E. Equipment

Testing of fire appliances

C.O.S.H.H. review

Risk Assessment review

Health and Safety Policy review and audit

Records of the above processes will be kept. With the exception of particular records kept at locations as noted elsewhere in this guidance, the majority of records will be kept in the Office in the Health and Safety Log.

### **Inspection of Premises**

An inspection will be carried out on a termly basis. The inspection team will be a Governor from the Resource Management Committee and the Headteacher. The inspection will take place while the school is at work and after 3.15pm to take account of all work activities, so that any hazardous operations or situations are observed and remedied as soon as is reasonably practical.

There will be a written report of the inspection which will be given to staff and reported to the full Governing Body.

### **Lone Working**

Please see our Lone Working risk assessment.

### **Manual Handling**

Recognition will be given to the importance of manual handling and back care for all employees. Training will be given on an annual basis to all staff where appropriate and as part of induction training for new staff.

### **Mechanical/Electrical**

1) All equipment should be visually examined before use. The person using the equipment should satisfy themselves that it is in working order and can be used safely. Any deficiency should be reported immediately to the Head and the equipment withdrawn from use.

2) All equipment must be suitable for the use for which it is intended, taking account of the location in which it is to be used.

3) All equipment must be maintained in efficient working order and in good repair. In this context 'efficiency' refers to how the condition of the equipment might affect health and safety, rather than productivity.

4) The regulations include any machinery, appliance, apparatus or tools that carry out a function at work. This refers to any items used by either staff or children, and thus could include: scissors, paper trimmers, cooking equipment, craft tools, hammers, saws, steps, trolleys, P.E. apparatus, or Early Years outdoor play equipment, to name just a few.

### **Monitoring Auditing**

This policy will be monitored by the Head Teacher and Governing Body annually. The Health and Safety procedures will be audited annually or if the need arises. All staff must report any concerns regarding Health and Safety to the Head Teacher. All tests and checks are carried out annually as part of Option 1 via DCC. The caretaker also carries out regular checks as part of his contract.

- Fire-Fighting Equipment
- Electrical Equipment and Machinery
- Fire Alarms
- Ladders and Stepladders
- Evacuation and Practice Drills
- Personal Protection Equipment (PPE)
- PE Equipment
- Legionella

## **Out of School Activities**

All staff involved in any out of school activity will be asked to read and understand the County Guidelines, available from the Office and comply with them as a minimum standard. (EVC policy/risk assessments)

A Risk Assessment for all visits, activities and trips has been undertaken and recorded on a standard form (in EVC file).

Ratio of teachers or other responsible adults is dependent upon the activity, size and age of pupils and standards of behaviour of the group. We aim to have at least 1:4 for older pupils and 1:3 for younger pupils. Pupils under the age of 3 should be accompanied on trips and outings with their parents.

### Journeys on foot

Routes should be chosen to include safe crossing by Pelican or Zebra Crossings wherever possible and the Green Cross Code used at all times.

In the village we will walk on the right side of the road where there are no pavements, Children and staff will wear high visibility jackets. To cross the road we will stand in a line behind the kerb and all cross together. One member of staff will stand in the road whilst the children cross.

Coaches used for School Journeys should be from the County Approved List and seat belts must be fitted and must comply with approved regulations. Seat belts must be worn at all times. Adults accompanying school visits must seat themselves throughout the coach to ensure supervision of pupils whilst travelling. Pupils must be checked by name on and off the vehicle by the Class Teacher. At no time will staff or parent vehicles be used to transport pupils on School Visits. First Aid Kits will be taken on journeys involving transport, and on longer walks. See also Appendix D Road Safety. Booster seats for smaller children can be provided by the parents for trips, however, this remains the responsibility of the parents and not the school. (See EVC policy)

### Personal Protective Equipment

1) There is a legal duty under the Health and Safety Act to do everything reasonably practicable to ensure the health, safety and welfare of employees, children and others involved in the school. This includes provision of protective clothing and equipment as necessary. The Personal Protective Equipment at Work

Regulations 1992 made such duties more specific, to parallel existing provisions regarding P.P.E. in the C.O.S.H.H. regulations.

2. The need for P.P.E. with regard to curriculum matters is mainly relevant to the practical subject departments in secondary schools. However, there is a requirement for all schools for certain common provision, which is reflected in the information which follows:

3) Children should wear protective aprons or something similar when using substances that may soil, damage or contaminate clothing.

4) Children should change appropriately for Physical Education, not only for ease of movement but also for reasons of hygiene, health and safety.

5) Disposable gloves and aprons should be provided for First Aiders.

6) Certain sections of staff will need to wear overalls/aprons appropriate to tasks undertaken. This will apply to Kitchen and Catering/Cleaning employees and other staff as circumstances dictate.

7) Gloves must always be worn when using chemicals such as cleaning solutions.

### REPROGRAPHIC EQUIPMENT (INC. PHOTOCOPIERS)

Potential hazards that relate to reprographic equipment include ultra-violet light, ozone, heat, electrical supply and chemicals used. Operators should note the following advice:

1. Maintenance functions other than those specifically described in the operator manual, or for which the operator has been trained, should not be attempted.

2. A competent engineer should regularly service the equipment.

3. Covers or guards that are fastened with screws should never be removed.

4. Adaptor plugs or extension leads must never be used to connect equipment to the power supply.

5. The power supply should be disconnected in the event of problems, and reconnected only after appropriate action by a qualified engineer.

6. Equipment should not be operated if unusual noises or odours are noticed.

7. Copiers should be located on a solid support surface with adequate strength to carry the weight.

8. The lid of a photocopier should be kept closed when making copies so as to avoid viewing the bright light.

9. Rooms where reprographic equipment is located should be kept well ventilated to prevent the build-up of fumes.

10. Flammable materials (e.g. waste paper) should not accumulate around reprographic equipment.

11. Coffee, tea and other liquids must never be placed on reprographic equipment.

For detailed information on P.P.E. consult the relevant section in the Health, Safety and Risk Management Handbook.

### **Playground Safety**

There will be a member of staff on duty whenever children are outside. If any First Aid is required the child will be brought into school where another First Aid trained member of staff will administer first aid.

Hot drinks are not permitted on the outside in the play area.

Any toys or equipment are to be well supervised whilst on the play area. Staff must ensure that equipment is put away at the end of playtime.

If the weather is icy or wet staff must alert children to the fact, and not allow them onto equipment where they may slip and hurt themselves. Cones may be used to restrict children to safe, clear areas for playtime.

The staff carry out a visual check of the play area daily and ensure it is safe for children.

## **Risk Assessments**

1. The Management of Health and Safety at Work Regulations 1992 require every employer to make a suitable assessment of:

a) The risks to the health and safety of employees to which they are exposed at work.

b) The risks to the health and safety of persons not in employment which could arise from their connection or involvement in the employer's undertaking.

2. A risk assessment is defined as an identification of the hazards present in an undertaking and an estimate of the risks involved, taking into account whatever precautions are already being taken. It is a three-stage process where firstly hazards are identified, secondly risks are evaluated and thirdly measures are implemented to control the risks.

3. Risk Assessments must be recorded using a standard Workplace/Activity Risk Assessment Form. All Risk Assessment Forms are filed in the office where relevant persons may consult them.

4. Risk Assessments should be reviewed periodically and updated. This should occur as soon as deemed necessary as circumstances change, and dependent on the level of risk in a particular operation. The frequency of review should not normally exceed 10 years. However, it is expected that monitoring of risk assessment status should form a natural element of the routine safety inspections carried out each term

For detailed information on Risk Assessment and examples of specimen assessments consult the L.A.'s booklet which is located in the office.

Risk Assessments are carried out on all aspects outlined in this policy and are kept in the Risk Assessment Folder or in the appropriate file kept in the red box or by the caretaker.

## **Road Safety**

Only staff and visitors are allowed to use the car park if there is space. All users do so at their own risk. Parking otherwise is on the road outside nursery or in the layby.

## **Security**

### **SUPERVISION OF PUPILS**

Every adult in the school must make every effort to ensure the safety of pupils at all times and in particular: -

1. Children should not be allowed to run when moving around in side.
2. Groups of children in cloakrooms and toilets must be small enough to avoid congestion.
3. No child should be sent back into an unsupervised building. This means that at all break times, children should be accompanied if needing to go to the toilet unless the adult(s) on duty are sure that there is someone in the building. Any child who feels unwell or needs First Aid, however minor, must be accompanied by an adult.  
See also First Aid Policy – Appendix B.

The external doors of both school buildings will not be able to be opened from the outside except by a key-holder, after 9.00am in the morning. All visitors to the school will be directed by signs to the Visitors' Entrance through the Front Gate. The Visitors Entrance has a door bell to alert staff.

Keys allocated to staff must be signed for (please ask in the Office). It is essential that these do not leave the possession of staff and any losses will have to be accounted for and payment made for a replacement key. All gates and doors must be closed correctly after use and not be propped open.

Other visitors must also sign in the Visitors book and if necessary identification shown to the Clerk or Head Teacher.

Staff are vigilant regarding people on site and will challenge anyone who does not appear to be an invited guest or appropriate person.

### **Site Access**

All walking visitors must use the pedestrian entrance and follow the correct pathway to the office.

Contractors will be requested to position the vehicle in a way which does not impede access to the building.

### **Stress Management**

Please see Stress Management Policy.

### **Training**

1. The Health and Safety Policy and this Index of Guidance will be included as part of the induction package for all new staff. – Appropriate training for Caretaking/Cleaning Staff will be provided by external training courses as and when required.( not LA contracted staff)

2. Training and guidance in health and safety matters for children will be provided by the Class Teacher, with additional information supplied by the Head Teacher as necessary.

3. Arrangements will be made for staff to attend courses and training sessions as appropriate. A record of such courses will be maintained by the Staff Development Co-ordinator (Head Teacher) in the training and development file, or Safeguarding folder.

## **Violence at Work**

1. The legal duties of D.C.C. under the Health and Safety at Work Act 1974 include the protection of employees, as far, as is reasonably practicable, from incidents of assault. This will include verbal abuse and physical violence.

2. The County Council's policy statement is detailed in the Health and Safety Handbook.

3. The policy identifies 5 particular categories in which employees may be potentially exposed to violence:

- whilst handling money or valuables
- whilst providing advice, care or training
- whilst carrying out inspections or enforcement
- whilst working with drunk, drugged or disturbed people
- whilst working alone or away from the workplace.

4. General advice provided in the D.C.C. guidance includes:

- Think safety – assess potential risk situations and take appropriate precautions. This will include the devising of working routines, patterns and practices intended to avoid potential problem situations.
- Act on warning signs immediately
- Walk away from situations which it is felt may get out of hand
- Do not resort to aggressive actions which are likely to challenge or confront anyone.

Discuss fears with colleagues/Headteacher.

5. The procedure to be followed if an incident occurs is detailed in the guidance. In particular:

- Immediate action must include calming of situations/separating persons as necessary, paralleled by relevant medical attention.
- The Head Teacher should be informed immediately and the Police will be contacted as deemed necessary. The Head Teacher will collate all relevant details, including receiving accounts from those involved and witnesses as appropriate.
- The County's Assault Report Form must be completed, and copies sent to relevant persons and agencies as detailed in the form guidance

Schools must ensure that a policy is in place, which clearly sets out the responsibilities, duties of staff, and procedures for preventing and dealing with violence within their areas of responsibility. School managers need to be aware that staff fears of violence can create a situation where their own uncertainty may make violence more likely and can result in unacceptable levels of stress.

## **Visitors**

Every effort will be made to ensure effective communication between all visitors to the school site. All regular volunteer helpers in the school will sign in the log book in the entrance. All contractors, volunteers and students will be made aware of the Health and Safety Policy and their duty to ensure the safety of themselves and others by their acts or omissions. It will be the responsibility of all adults employed at the school to ensure that all such helpers in their classroom comply with emergency evacuation procedures, and first aid regulations. Copies of the Health and Safety Policy will be made available for all volunteer helpers and students to read.

## **Welfare Facilities**

There is a designated adult toilet in the rear of the building with hand washing facilities. There are 2 sets of toilets for all children with hand washing facilities. All classrooms have hot water, paper towels for hand washing. There is a designated staff room with instant hot water, sink for washing up, microwave, oven and hob.

## **Waste Management**

All rooms have waste bins for paper and non paper waste, clearly labelled. General waste, paper and green waste bins are located on the car park area away from the school building. The school also has compost bins for fruit waste, shredded paper and garden waste.

## **Wildlife Areas**

It must be remembered that certain animals may attract vermin such as rats, particularly if a good standard of care is not maintained. Staff are vigilant when outside in regard to cat excrement and make every effort to clear this up if it found.

## **Work Related Learning**

Work related learning describes a broad range of activities for pupils and students of all ages. It is aimed at learning about work, through direct experience, and as preparation for work. It involves using the context of the world of work to develop the knowledge, skills and understanding that will be useful in work. Schools should have written policies clarifying:

- Objectives and responsibilities.
- Health and safety arrangements (including arrangements when hosting a placement).
- Use of only approved placements.
- Briefing/debriefing students before/after placements.

## **Working at Heights**

Be safe; always use the right equipment when working at height. Every year 4,000 people suffer a major injury, sometimes fatal, as a result of a fall from height in the workplace. In the last 6 years there have been 5 deaths and over 3,000 injuries in the education sector.

# **Manual Handling**

## **Introduction**

This guidance addresses the following:-

- Consideration of measures to avoid, as far as is reasonably practical, manual handling operations
- Making suitable and sufficient assessments of manual handling operations that cannot be avoided taking account of the task, load, working environment and individual capabilities;
- Reducing the risk of injury to any person to the lowest level reasonably practicable;
- Consulting, informing and training employees involved in manual handling operations.

## **Definitions**

The definitions of certain terms are contained in the Regulations and determine application of the Manual Handling Operations Regulations 1992.

### **Injury**

The term "injury" applies to injuries to any part of the body (not just the back) caused by external properties of a load such as its weight, shape, size, rigidity (or lack of it) or from the movements of its contents.

### **Load**

A "load" is classified as a discrete movable object and includes, for example, humans and animals. It does not include an implement, tool or machine which is in use for its intended purpose.

### **Manual Handling Operations**

This involves any human effort by hand or bodily force to transport or support a load (includes lifting, putting down, pushing, pulling, carrying or moving). It includes direct and indirect physical effort, for example, lifting a load using arms and back muscles (direct) or pulling on a chain whilst using a hoist to lift a load (indirect), intentional dropping of a load and throwing of a load whether into a receptacle or from one person to another.

## **Possible Effects on Health**

### **Health Effects**

Manual handling accidents account for over a third of all over 3-day reportable accidents reported to the enforcing authorities. It has been a common misconception that manual handling problems are directly associated with heavy industry but, in fact, all sections are affected.

There are a large variety of injuries that can result from moving and handling, from cuts and bruises through to musculo-skeletal disorders (MSDs) such as strains, sprains and slipped disks etc.

Many of these health problems are caused by poor posture and excessive repetitive movements, often caused over a period of time rather than by a single manual handling operation.

### **The Main Risks**

An employee may be at risk of injury through manual handling operations if they:-

- Are physically unsuited for the task;
- Are wearing unsuitable clothing, footwear etc;
- Have not received adequate and suitable instruction and training to enable them to carry out the task safely;
- Have had a previous or have an existing injury.

NB Consideration should be given to employees who are known to be pregnant. Medical studies have shown that hormonal changes can affect the ligaments increasing the likelihood of injury. Postural problems may intensify as the pregnancy progresses. Managers shall ensure that no pregnant employees are put at risk by any manual handling activity.

### **Duties of Employers**

The employer is the LEA for Community and Church Controlled Schools and the Governing Body for Voluntary Aided and Foundation Schools. On their behalf within schools each headteacher shall have responsibility to ensure that arrangements are made to implement the following:-

- Avoid manual handling which involves risk of injury wherever it is reasonably practicable;
- Carry out assessments for all manual handling operations;
- Record all relevant assessments (using the questionnaire at Appendix 2);
- Review assessments as required;
- Provide adequate information, instruction and training to employees.

## **Avoidance of Manual Handling**

The Regulations state that any manual handling operations which involve a risk of injury should, so far as is reasonably practicable, be avoided.

There are two practical ways to achieve this:-

Eliminate the handling operation;  
Automate or mechanize the operation.

### **Eliminate the Handling Operation**

If a risk to health, arising from manual handling, has been highlighted consideration should be given to the elimination of that operation.

For example, does a physically impaired child need to be moved for meals or can the meals be taken to that child?

This is the most effective method to prevent manual handling injuries but in some circumstances it is impossible to implement if the operation is necessary. If this is the case, automation or mechanisation of the task should be considered.

### **Automate or Mechanise the Operation**

The elimination or automation/mechanisation of manual handling operations should effectively reduce injuries and ensure a safer working environment.

These methods are effective but consideration should also be given to further risks which the equipment may create.

For instance, any mechanical or automated equipment will require installation, maintenance and repair, all of which have their own associated hazards.

Staff will require training in how to use the mechanical or automated equipment correctly and safely.

### **Assessment**

Where it is not possible to eliminate the need for manual handling an assessment should be carried out. These assessments should be carried out by a 'competent' assessor who has a thorough practical understanding of the types of tasks to be performed, the loads involved and the working environment in which the manual handling operation is to be carried out. The initial assessment should involve the use of the numerical guidelines below. These will indicate if a more complex assessment is required. The assessment should be in written form communicated to those at risk and kept readily accessible for everybody for the period for which it is in force.

### **Numerical Guidelines**

*This section is reproduced from the Health and Safety Executive Publication 'Getting to Grips with Manual Handling: A Short Guide' 2003/04*

## How do I Know if There's a Risk of Injury?

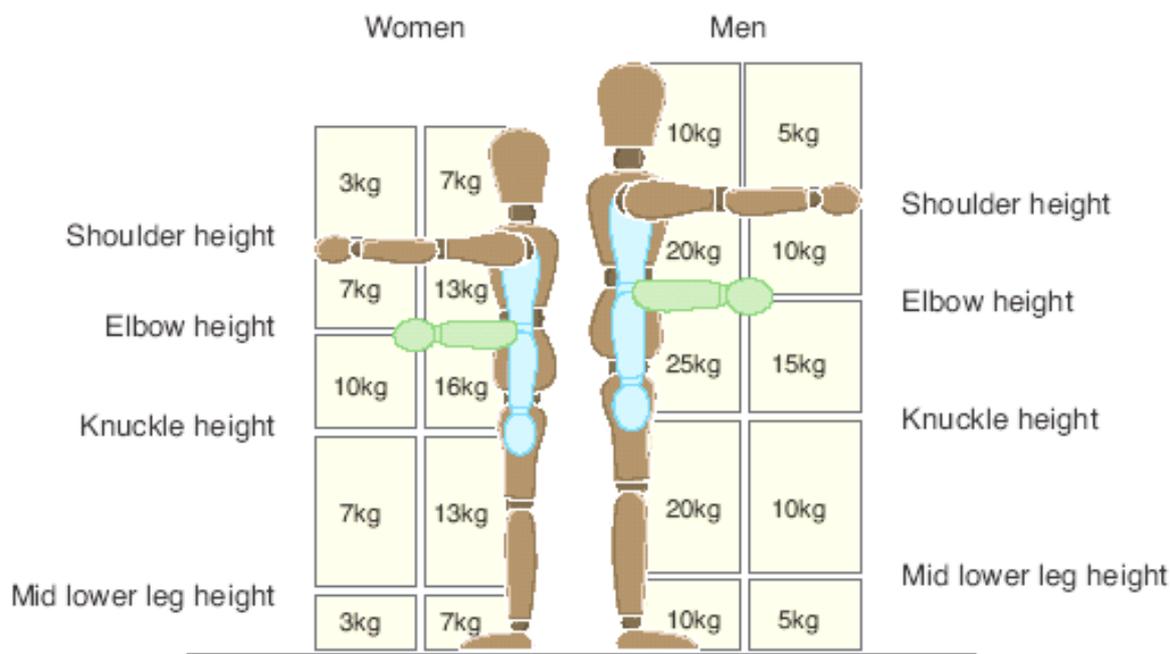
It's a matter of judgement in each case, but there are certain things to look out for, such as people puffing and sweating, excessive fatigue, bad posture, cramped work areas, awkward or heavy loads or a history of back trouble. Operators can often highlight which activities are unpopular, difficult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

### **Can you be more definite?**

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

## General Risk Assessment Guidelines

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



**Figure 2** Lifting and lowering

- Use Figure 2 to make a quick and easy assessment. Each box contains a guideline weight for lifting and lowering in that zone. (As you can see, the guideline weights are reduced if handling is done with arms extended, or at high or low levels, as that is where injuries are most likely to occur.)
- Observe the work activity you are assessing and compare it to the diagram. First, decide which box or boxes the lifter's hands pass through when moving the load.

Then, assess the maximum weight being handled. If it is less than the figure given in the box, the operation is within the guidelines.

- If the lifter's hands enter more than one box during the operation, use the smallest weight. Use an in-between weight if the hands are close to a boundary between boxes.
- The guideline weights assume that the load is readily grasped with both hands and that the operation takes place in reasonable working conditions, with the lifter in a stable body position.

### **Twisting**

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

## Frequent Lifting and Lowering

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

## Pushing and Pulling

The task is within the guidelines if the following figures are not exceeded:

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

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

### Using the Results: Do I Need to Make a More Detailed Assessment?

Using Figure 2 is a first step. If it shows the manual handling is within the guideline figures (bearing in mind the reduced limits for twisting and for frequent lifts) you need not do any more in most cases. But you will need to make a more detailed assessment if:

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

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

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

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

## **Are You Saying I Mustn't Exceed the Guidelines?**

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

Your main duty is to avoid lifting operations that involve a risk of injury. Where it is not practicable to do this you should assess each lifting operation and reduce the risk of injury to the lowest level reasonably practicable. As the risk of injury goes up you must look at the operation increasingly closely to make sure it has been properly assessed and the risk of injury has been reduced.

An assessment does not need to be recorded for the following:-

- If it could be easily repeated and explained due to its obvious and simplistic nature;
- The manual handling operation is straightforward and of low risk, will be of very short duration and the time taken to record it would be disproportionate.

In some circumstances it will be unrealistic to assess every single instance of manual handling. In these situations a 'generic' assessment should be carried out which incorporates the range of risks involved.

The assessment should be based upon four factors:-

- Task;
- Load;
- Working environment;
- Individual capability.

Each factor will now be considered individually. (The following should be read in conjunction with the numerical guidelines above.)

### **Task**

When a load is moved away from the trunk the stress levels in the lower back region increase. Counterbalance is also seriously affected and the capacity to handle a load may be reduced considerably.

Poor posture increases the risk of loss of control of the load which in turn may create sudden unpredictable increases in physical stresses. For instance, if feet and hands are not well placed to enable forces to be distributed evenly the risk of injury is increased.

This can also occur if the load moves suddenly such as with containers full of liquid and bags of loose material.

It is important to reduce the twisting motion of the trunk whilst carrying out a manual handling task to a minimum. As the angle of trunk twist is increased the safe handling capacity is reduced.

The safe handling capacity can be even more substantially reduced if a twisting motion is linked to one of stooping or stretching. These situations must be avoided wherever possible as they create the highest risk of injury.

An excessive movement of the load must also be avoided. This includes; lifting loads above head height, lifting from floor level or having to carry a load for long distances. The body is under excessive stresses and becomes easily fatigued.

As with lifting, lowering and carrying, pushing and pulling a load can also cause injury. With all manual handling tasks there should be suitable rest (break from work) or recovery (changing to another task which uses a different set of muscles) periods in which to counteract bodily fatigue. This is important if manual handling tasks are carried out using fixed movements as the muscles tire quickly and the blood flow to the muscles is reduced.

Consideration must be given to manual handling tasks which are carried out whilst seated. The use of leg muscles are excluded and all strain is placed upon the weaker arm and trunk muscles.

## **Load**

Several features of a load must be considered when assessing its manual handling suitability (because they make the task more hazardous). These include its:-

- Weight;
- Shape (bulky/unwieldy?);
- Size (does it interfere with visibility?);
- Location of its centre-of-gravity;
- Rigidity (or lack of it);
- Stability (do the contents move? eg as with liquids);
- Physical properties (is the load hot, cold, sharp edged etc)

Any one of these factors may affect the likelihood of the load to cause injury (either musculo-skeletal problems or cuts, abrasions etc as with rough or sharp loads).

In addition to these factors, the posture required to handle the load and the frequency and duration of the task must also be assessed.

## **Working Environment**

Some working environments prevent the adoption of good postures, for instance, where there is poor lighting, variations in working levels, insufficient space to stand upright, the floor is uneven, sloping, slippery etc. Some areas may also be influenced by extremes of temperature as with walk-in freezers or hot work areas in workshops.

## **Individual Capability**

The assessment must take into account the physical ability of the individual carrying out manual handling operations. This ability may be influenced by several factors such as:-

- Gender;
- Strength;

- Height;
- Age;
- Health.

There is a general rule that states that the risk of injury should be regarded as unacceptable if the manual handling task cannot be performed by most reasonably fit, healthy employees.

Particular consideration will need to be given to groups of employees who are especially at risk. This includes employees who:-

- Are or have recently been pregnant;
- Are known to have a medical problem that could affect their moving and handling capability e.g. back, hip, knee injury or hernia;
- Have previously had a manual handling injury;
- Are young workers.

As mentioned previously, care should be taken with pregnant employees who handle loads, especially during the last three months of pregnancy and for the three months following a normal delivery. The pregnant worker risk assessment carried out when the worker notifies the employer of her pregnancy should address moving and handling issues and should be reviewed regularly and used to inform any specific moving and handling assessments.

Also if an individual's state of health may affect their manual handling capability, consideration should be given to obtaining medical advice to ensure that the individual is not exposed to unnecessary risks.

The individual(s) clothing could also affect their ability to move and handle loads. Clothing should be appropriate to the task e.g. footwear should provide support and stability and clothing should not restrict movement.

Further medical advice may be obtained from the Authority's Occupational Health Unit based at County Hall, Matlock.

### **Reducing the Risk of Injury**

Some manual handling operations offer more scope for reducing the risk of injuries than others. Therefore, emphasis is placed upon the load itself and suitable training for those carrying out the manual handling task.

An ergonomic approach should be adopted to enable safe design of all manual handling techniques. Improved job and workplace design may not eliminate injuries but should greatly reduce them. The task, load, working environment and individual capabilities must be considered to design the task to suit the employee.

Emphasis should be placed on the use of mechanical aids where reasonably practicable. These still involve some degree of manual handling but the risk of injury is reduced and efficiency increased. Examples of mechanical aids include: hoists, levers, sack truck, roller conveyor and chutes etc.

The appropriate Safety Representative and employee should be involved in redesigning any work methods and encouraged to report on its effectiveness.

## **Task**

Several factors to consider are:-

(a) *Improving task layout*

- Using suitable storage racks for materials at waist height etc.

(b) *Using the body more efficiently*

- Prevent the need for stooping and twisting by re-designing layout;
- Ensure that the load can be held close to the body to reduce stresses in the back and shoulders;
- Ensure good handling posture is maintained by correct body positioning, removing obstacles and keeping the area free from debris;
- Use push/pull techniques wherever possible rather than lifting a load.

(c) *Improve work routine*

- Allow suitable rest/recovery periods for manual handling operations;
- Introduce job rotation where practical which allows the muscles to relax whilst others are in use.

(d) *Handling whilst seated*

- An employee can handle less than in a standing position therefore avoid lifting from floor height as this will put severe strain on the lower back;
- Seating should preferably have a swivel action and no casters. This ensures some freedom of movement and stability.

(e) *Team handling*

- Used when a load is unsafe to be handled by one person;
- The team should work well together and respond to synchronised instructions. One person should plan and take control of the operation to ensure that movements are co-ordinated. Training is essential otherwise further hazards may develop. Many injuries are caused when one person is trained to handle loads safely and the other is not;
- Team members should preferably be similar in build to ensure even distribution of load stresses. Teams of more than four people are unlikely to be effective;
- Consideration of the layout of the workplace will be required as slopes, for example, are likely to place uneven loads on team members on the down side of the slope.

(f) *Personal protective equipment*

- Includes items such as: gloves, overalls, safety footwear etc;
- All equipment provided should be well fitting and not restrict movement;
- All equipment should be suitable for the task and kept in good condition (Personal Protective Equipment at Work Regulations 1992).

(g) *Maintenance of handling equipment*

- All equipment should be well maintained and defects reported immediately. (See the Provision and Use of Work Equipment Regulations 1992).

## **Load**

### *Size and Weight*

#### **Is the Load Heavy?**

The weight of a load is an important factor in assessing the risk from manual handling. However it is now well established that the weight of the load is only one (and sometimes not the main) consideration affecting the risk of injury. Other features of the load must also be considered as part of the assessment. These will include:-

- Resistance to movement;
- Size;
- Shape;
- Rigidity.

The circumstances in which the load is to be handled must also be taken into account, for example:-

- Postural requirements;
- Frequency and duration of handling;
- Workplace design;
- Aspects of work organisation such as incentive schemes.

Where a risk of injury from a heavy load is identified, consideration should be given to reducing its weight. For example when distributing/carrying text books for a full class, then it would be sensible to carry them in smaller numbers. When breaking down loads into smaller weights care needs to be given to not increasing the risk of injury due to increasing handling frequency.

#### **Is the Load Bulky or Unwieldy?**

The shape and size of a load will affect the way it can be held. For example, if the bottom front corners of a load are not within reach when carried at waist height it will be harder to get a good grip.

The bulk of a load could be such that it interferes with vision increasing the risk of slipping, tripping, falling or colliding with objects. It may be possible to overcome this problem by utilising a team lift where one employee's vision is not restricted. In these circumstances the load could also be difficult to control and the load may hit obstructions and it may be affected by wind or sudden air movements.

If the centre of gravity of the load is not positioned centrally within the load this may increase the risk of injury through inappropriate handling. For example, loads with much of the weight at the back should not be lifted from the front as this would place the centre of gravity further from the handler's body.

### **Making the Load Easier to Grasp**

If the load is difficult to grasp (for example if it is large, rounded, smooth, wet or greasy) its handling will call for extra grip strength, which is tiring and will probably call for inadvertent changes in posture. Handling will be less easy and the risk of injury will be increased.

For awkward loads like this, consider providing handles, hand grips, indents or other features designed to improve the handler's grasp. Alternatively it may be possible to place the load securely in a container which is easier to grasp.

Any features such as hand holds designed to make the load easier to grip must be appropriately placed and of the correct size.

### **Making the Load More Stable**

Loads which are unstable or lack rigidity could move unexpectedly and impose stresses for which the handler is not prepared. This can lead to injury. This can be made even worse when the handler is unaware that the load is unstable.

Where possible loads should be packed in such a way to prevent the load shifting unexpectedly. Containers containing liquids or free moving powders should be well filled leaving only a small amount of free space. You must however ensure that this does not increase the risk by increasing the weight significantly.

For non-rigid loads you may consider using handling aids such as slings.

### **Avoiding Injuries from Contact with the Load**

There may also be a risk of injury from contact with the load. This may be because it has sharp edges or corners, rough surfaces or it may have surfaces which are hot or cold enough to cause injury. As well as the obvious risk of contact injury such things can impair grip and discourage good posture leading to other injuries.

Loads should be kept clean and free of corrosive deposits, oils etc. Insulated containers may be appropriate for hot or cold loads. PPE and/or handling aids may be appropriate for loads with sharp edges etc as mentioned above.

### **Working Environment**

Ensure adequate space in which to carry out manual handling operations. This includes all handling operations and consideration will need to be given to narrow doorways or gangways that encourage bad posture. There should be adequate headroom and avoidance of low work surfaces both of which would encourage stooping. Routes should be kept clear of

obstructions and any doors to be passed through should be held open. If uncertain of route/distance/obstruction etc – walk the route prior to moving load.

### **Floor Condition**

Ensure that it is level, in good condition, has a non-slip surface and is free from dirt, oil etc. any spillages of water, oil, food scraps or other items likely to make the floor slippery should be cleaned up immediately.

### **Working at Different Levels**

Wherever possible tasks should be carried out on one level. Where this is not possible the transition should be as gentle as possible with good ramps or stairs. Work benches should be at the same height to prevent the need for lowering or raising loads. Manual handling on steep slopes should be avoided as far as possible. When pushing or pulling loads on slopes, pushing is preferable to pulling and the load must not be too steep so that control of the load is difficult.

### **Thermal Environment and Ventilation**

Extremes of temperature and humidity should be avoided wherever possible. Work at high temperatures or humidity can lead to fatigue and perspiration which can affect grip. Work in cold temperatures can reduce dexterity. Gloves and protective clothing can also reduce dexterity and this needs to be considered. The influence of wind chill from air movement must also be considered. Inadequate ventilation can hasten fatigue increasing the risk of injury. Sudden air movements from ventilation systems or wind can make large loads difficult to manage safely.

### **Lighting**

This should be sufficient and well positioned to enable employees to see clearly their work surroundings

Change of lighting levels i.e. from indoors to outdoors or vice versa can also create a problem by affecting concentration or ability to see obstructions.

## **Individual Capability**

### **Personal Capacity**

Employees who are or who have been recently pregnant and those who have health problems which affect their handling capability should receive particular consideration.

However, the factors discussed earlier highlight the individual characteristics which must be taken into account.

The degree of fitness and familiarity of a task should help reduce the likelihood of handling injuries, as does a suitable level of training.

### **Knowledge and Training**

The risk of injury from a manual handling task where workers do not have the necessary training and information to enable them to work safely is greatly increased. However, knowledge and training alone do not ensure safety handling techniques.

The main objective should be to redesign the working conditions, improve the task, load and working environment as appropriate.

The task must be suited to the individual to reduce the risk of injury.

Training does, however, ensure that all employees know how to judge load suitability and use correct handling techniques.

(See Information, Instruction and Training section)

### **Review of Assessments**

The assessments should be kept up-to-date and reviewed by the departmental or school assessor when they are no longer valid, (for example, when the working conditions or personnel change). The assessment should be modified or corrected where necessary.

### **Information, Instruction and Training**

Training enables employees to develop good handling techniques and to develop skills which will help them recognise and either avoid or modify any hazardous handling situations.

#### **Information**

Wherever possible all loads should be clearly marked with their weight. Where this is not possible employees should be given details of the loads to be handled with general indications on the weights.

In addition, if a load has a centre of gravity which is not located centrally, the heaviest side should be marked.

Information should also include if a load has sharp edges, is hot or cold and what the load contains if the contents may be hazardous to health or may be unstable.

All employees involved in the moving and handling operation should be made fully aware of the findings of the moving and handling assessment and the control measures that will be needed.

#### **Instruction and Training**

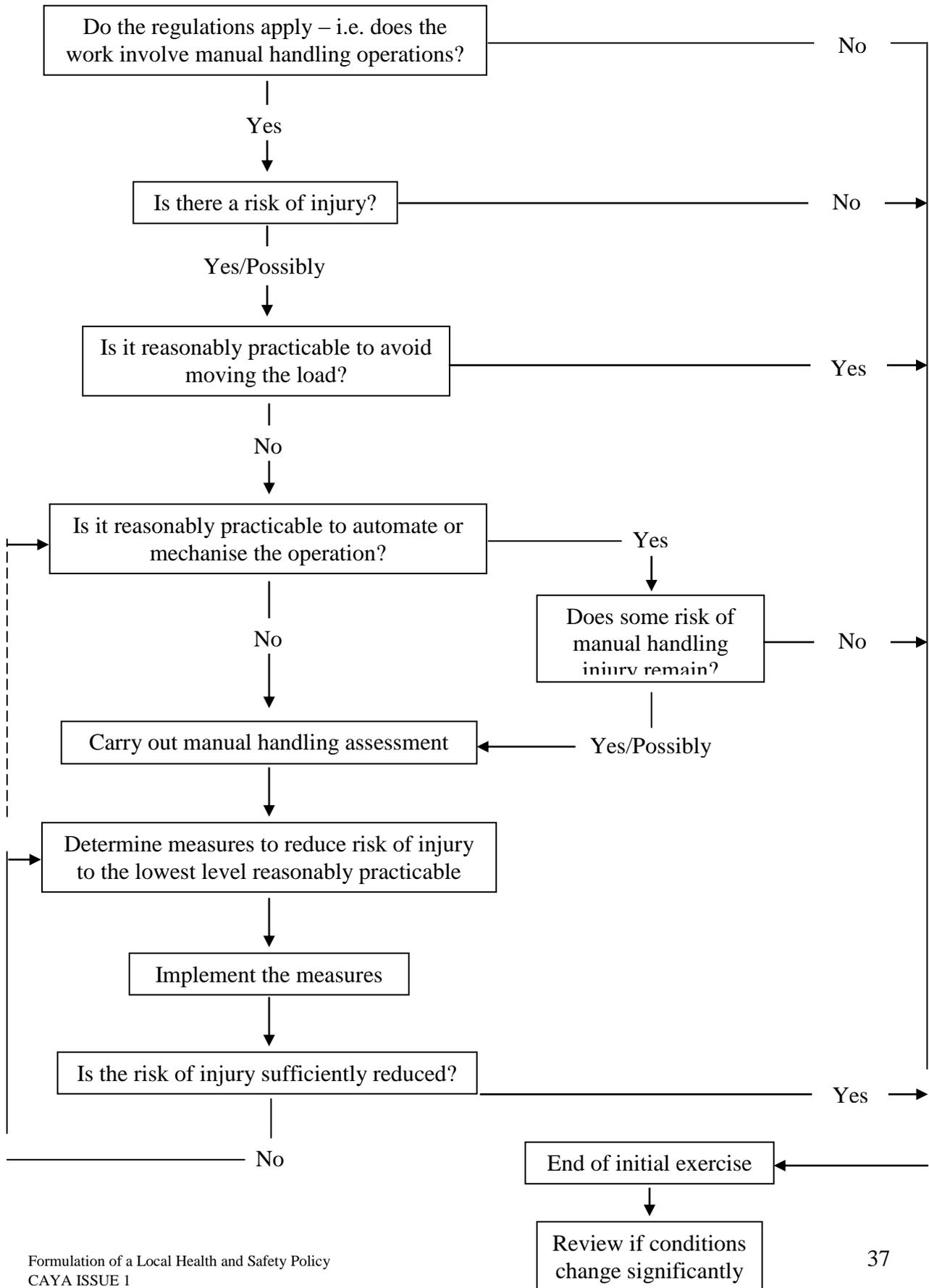
The instruction and training needs will be highlighted by the assessment and deficiencies should be rectified in order to comply with Section 2(2) of the Health and Safety at Work etc Act 1974.

The training should include practical instruction based upon the tasks of those employees concerned to emphasise the various techniques developed to reduce manual handling injuries.

This may involve the technique of judging the weight of a load by lifting one corner. Some loads are misleading; a large box may be empty and light to carry, a small box containing a portable television will be fairly heavy with a centre of gravity not centrally located.

## Manual Handling Flow Chart

How to follow the manual Handling Operations Regulations





**Assessment of Manual Handling Operation**

Department:

Premises/workplace:

Details of Manual Handling Operation:

Is the Employee (or Employees) at risk of injury from the operation?

**If NOT, no further action required on this form. Re-assessment will be necessary if there is any significant change in the operation.**

**If YES**, continue with assessment:

Is it reasonably practicable to avoid the need for Manual Handling?

**If YES, and the operation ceases, no further action required on this form.**

**If NO**, continue with assessment.

Is it reasonably practicable to automate or mechanise the operation?

**If YES, and alternatives are introduced with NO FURTHER RISK OF INJURY. No further action required on this form.**

**If NO**, or there is still a risk of injury after automation or mechanisation, continue with assessment.

**1 Does the task involve:**

Yes/No

a holding a load at a distance from the trunk?

b twisting the trunk?

c stooping?

d excessive lifting or lowering distance of loads?

e excessive carrying distance of loads?

f excessive pushing or pulling distances of load?

g risk of sudden movement of loads?

h frequent or prolonged physical effort?

i insufficient rest or recovery periods?

**2 Is the load:**

a heavy?

b bulky or unwieldy?

c difficult to grasp?

d unstable, or with contents likely to shift?

e sharp and liable to cut, abrade or penetrate?

f hot and liable to burn, scald or make handling difficult?

g likely to injure in any other way?

h Filled with contents that are hazardous substances?

i labelled to indicate any of the above?

**3 In the working environment, are there any:**

a space constraints preventing good handling posture?

b uneven or damaged floors

c slippery floors or floors liable to become slippery?

d unstable floors?

e variations in level of floors (steps/ramps etc)?

f variations in level of work surfaces?

g unguarded edges, openings etc?

h extremes of temperature?

i extremes of humidity?

j extremes of air movement?

k poor/inadequately lit areas?

l variations in lighting levels?

**4 Does the task:**

a require unusual strength?

b require unusual height?

c require unusual reach?

d create a hazard to pregnant employees?

e create a hazard to employees with a health or physical problem?

f require special knowledge or training for its safe performance?

**IF YES IS ANSWERED TO ANY OF THESE QUESTIONS, STEPS MUST BE TAKEN TO REDUCE THE RISK OF INJURY TO THE LOWEST LEVEL REASONABLY PRACTICABLE.**

**EACH IS TO BE CONSIDERED CAREFULLY AND ALL REASONABLE PRACTICABLE STEPS TAKEN TO ELIMINATE OR REDUCE THE RISK.**

Is any protective clothing or equipment necessary?

**If YES**, define the clothing and equipment required and provided, and details of any information or training given to ensure its proper use.

Have employees been instructed to make full and proper use of any equipment or system of work provided?

and have they been trained in the use? (keep records of training)

Have employees been given **precise** information on:

- the weight of each load?

- the heaviest side of any load whose centre of gravity is not positioned centrally?

- any other potential hazards e.g. sharp edges, hazardous contents, flimsy packaging

**(If it is not reasonably practical to give precise information, employees must be given a general indication of the weights or heaviest side or any associated hazards.)**

Have employees been instructed that they must inform Management about any physical condition (including pregnancy), or any health problem suffered by them which might reasonably be considered to affect their ability to undertake manual handling operations safely?

Where applicable, enter the question number below and give details of equipment or systems to be used to reduce or eliminate the risk

(Attach separate sheet(s) if required)

Assessment carried out by:

Signature:

Date carried out:

Names of persons assistant with assessment:

Note:

This assessment must be brought to the attention of all employees involved and must be reviewed and updated if:-

- there is a reason to suspect that the assessment is no longer valid (e.g. personnel or working conditions have changed); or
- there has been a significant change in the manual handling operation to which the assessment relates (e.g. change in nature of task or nature or load etc).

## Appendix 2

### Lifting and Handling Aide-Mémoire

Lifting and handling of objects safely requires the skilful use of the right body muscles.

Before you lift, examine the object for size, weight and shape. If you have any doubts about lifting it on your own, get help. Check the object for grease, oil or sharp edges. Be extra careful of awkward shapes and difficult situations. Ensure the path you are to take is clear of obstructions and tripping hazards. Know where and how you will put the object down.

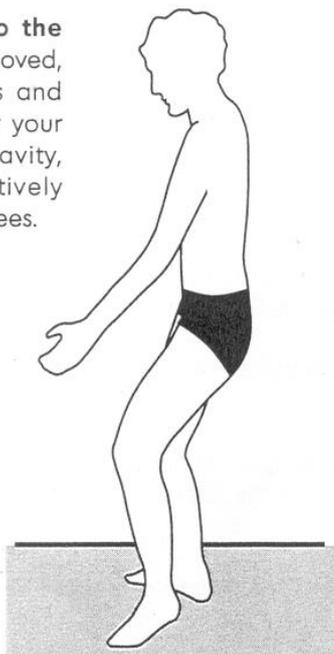
There are six key factors to remember and apply if one is to avoid unnecessary strain and injury.

- **Correct Stance**  
Stand close to the object, with feet spread apart at approximately hip breadth, one foot slightly in advance of the other, and facing in the direction of travel.
- **Squat Down**  
Straddle the load somewhat, keeping the back straight and bend your knees.
- **Correct Hold**  
Hold the object firmly. You should use the full length of the fingers and palm of the hands. Where necessary, use protective gloves/equipment.
- **Ready to Lift**  
Tuck the chin in and keep your arms straight and close to the body.
- **Lift**  
Keep the back straight, slowly straighten your legs and stand up. This way you use the strong leg and thigh muscles to do the lifting. Lead the lift with the head first.
- **Carrying**  
Hold the object firmly and close to the body.

**NB THIS IS NOT A SUBSTITUTE FOR CORRECT TRAINING AND SHOULD ONLY BE USED AS AN AIDE-MÉMOIRE TO ENHANCE TRAINING ALREADY GIVEN.**

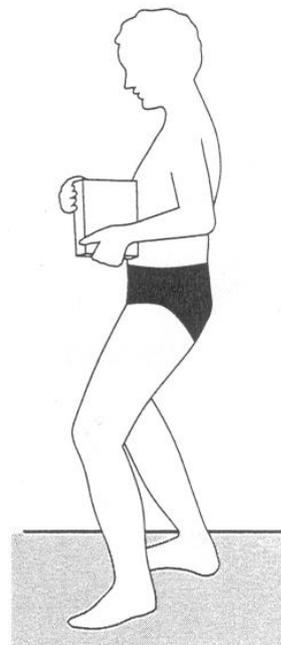
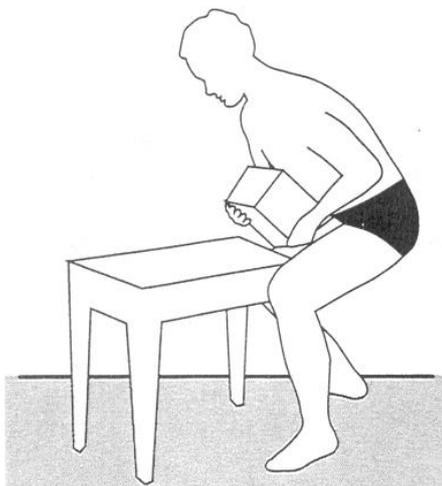
**Lifting Movement Pattern**

1. **Stand close to the object** to be moved, relax your hips and knees to lower your centre of gravity, avoid actively bending the knees.



2. **Broaden your base** by moving one of your feet out in the direction of movement.

3. **Allow your back to relax** and get close to the object to be moved, take hold near to the base of the load and use the flat of the hand.



4. **Lead the movement upwards** with the head leading, avoid twisting keep the load close when moving.

