

# **St. Joseph's RC Primary**



**Health and Safety at Work Policy  
Updated September 2024**

## **Health and Safety at Work**

| <b>Date</b> | <b>Review Date</b> | <b>Coordinator</b> | <b>Nominated Governor</b> |
|-------------|--------------------|--------------------|---------------------------|
| Sept.2024   | September 2025     | Mr. McMorrow       | Mr. B Thomas              |

We believe this policy relates to the following legislation:

- Health and Safety at Work Act 1974
- Employers' Health and Safety Policy Statements (Exception) Regulations 1975
- Safety Representatives and Safety Committees Regulations 1977
- Health and Safety (Consultation with Employees) Regulations 1996
- Management of Health and Safety at Work Regulations 1999
- Education (School Premises) Regulations 1999
- School Premises (England) Regulations 2012

We recognise our responsibilities under the Health and Safety at Work Act 1974 and will take all reasonably practicable steps to provide and maintain safe and healthy working conditions (on the school premises and during school-sponsored activities), equipment and systems of work for all our pupils, school personnel and visitors to the school.

We believe we can help prevent accidents and provide a safe and healthy working and learning environment only if everyone works together to adopt and use safe systems of work and identified good practices of health and safety. Everyone has a duty to take care of their own safety and that of others while on the school premises or during school-sponsored activities.

We believe the maintenance of a healthy and safe school is the shared responsibility of the whole school community namely:

- The Local Authority
- The Governing Body
- The Headteacher
- Teaching Staff
- Support Staff
- The Site Manager
- The Health and Safety Representative
- Pupils
- Parents
- Visitors

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

### **Aims**

- To establish a safe and healthy working and learning environment for all pupils, school personnel and visitors.

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- To encourage everyone to take responsibility for their own health and safety and that of others.
- To provide and maintain equipment.
- To establish safe operating systems within the school.
- To provide training and up dated information.
- To work with other schools to share good practice in order to improve this policy.

### **Responsibility for the Policy and Procedure**

#### **Role of the Local Authority**

In community schools (where the Local Authority is the employer) the Local Authority is responsible for:

- recognising and accepting its responsibilities for the health, safety and welfare of its employees, pupils and visitors to premises.
- providing advice and help to ensure schools comply with health and safety obligations and to achieve the required health and safety standards.
- undertaking periodic inspections in order to evaluate the health and safety performance of schools and to identify areas for improvement.

#### **Role of the Governing Body**

In **voluntary aided schools** (where the Governing Body is the employer) the Governing Body is responsible for:

- recognising and accepting its responsibilities for the health, safety and welfare of its employees, pupils and visitors to premises;
- establishing appropriate committees in which to consult on health and safety matters;
- establishing a suitable organisation and effective arrangements for satisfying the Safety Policy;
- engaging the allocation of sufficient funds in order to ensure, so far as reasonably practicable, the working environment is safe and without risk to health;
- ensuring effective monitoring is carried out to evaluate the health and safety performance of the school by evaluation of relevant inspection reports

In **community schools** (where the Local Authority is the employer) the Governors can satisfy their employer by:

- accepting their health and safety responsibilities and establishing appropriate committees in which to consult on health and safety matters;
- ensuring the organisation and arrangements of the school operate effectively;
- managing the allocation of sufficient funds in order to ensure, so far as reasonably practicable, the working environment is safe and without risk to health;
- ensuring effective monitoring is carried out to evaluate the health and safety performance of the school by involvement and evaluation of inspection reports from the Local Authority, Headteacher and Safety Representatives.

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In general the Governing Body has:

- appointed a member of staff to be responsible for Health and Safety;
- delegated the day to day management of Health and Safety to the Headteacher.
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the Health and Safety Representative and Site Manager and to report back to the Governing Body;
- the responsibility of annually reviewing this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy

### **Role of the Headteacher**

The Headteacher will:

- be responsible for the implementation of the school safety policy and to develop a culture of safety throughout the school;
- keep up to date with all health and safety legislation;
- periodically report to the Premises, Health, Safety and Security Sub-committee;
- ensure that all school personnel fulfil their duties to co-operate with the policy;
- work closely with the link governor and the Health and Safety Representative and Site Manager;
- provide leadership and vision in respect of equality;
- undertake risk assessments annually with the Health and Safety Representative and Site Manager;
- report any accidents or dangerous occurrences;
- investigate the causes of any accident, dangerous occurrence or near miss;
- put into place a safe system to prevent any accident, dangerous occurrence or near miss happening again;
- have in place an emergency plan to cover any major incident;
- have in place an emergency evacuation plan in the event of fire;
- have in place procedures for first aid provision;
- ensure that new school personnel will undertake appropriate induction training;
- ensure that established school personnel receive training when required;
- undertake an annual health and safety audit;
- include a health and safety report in his/her termly report to the Governing Body;
- annually report to the Governing Body on the success and development of this policy

### **Site Manager**

The Site Manager will:

- comply with the school's Health and Safety Policy, safety procedures and risk assessments;
- conduct regular health and safety surveys with the Headteacher and Safety Representative;
- ensure that all cleaning staff are aware of the Health and Safety Policy and its implications such as storage arrangements for materials, use of equipment, substances etc;
- report immediately and defects or hazards;
- ensure that all new equipment is supplied with the appropriate documentation;
- test the fire alarm system each week;
- maintain a record of hazardous substances used for cleaning and similar purposes

### **Role of the Health and Safety Representative**

The Health and Safety Representative will:

- carry out regular inspections of premises and school activities;
- assist in carrying risk assessments;
- investigate potential hazards, employee complaints, accidents and dangerous occurrences;
- make representation to employers and others on health and safety matters arising;
- provide information and guidance to school personnel;
- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- keep up to date with new developments and resources;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

### **Role of School Personnel**

School personnel will:

- carry out their duties in accordance with the Safety Policy;
- take reasonable care of themselves and others whilst at work;
- co-operate with the Headteacher and others in school to comply with legislation;
- attend appropriate training;
- report accidents, incidents, defects, damage to equipment and safety hazards to the Health and Safety Representative
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

### **Role of the Nominated Governor**

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

### **Role of the School Council**

The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- reviewing the effectiveness of this policy with the Governing Body

### **Pupils**

Pupils are expected to:

- follow the safety rules of the school and in particular the instructions of teaching staff given in an emergency;
- use and not willfully misuse, neglect or interfere with things provided for their safety;
- exercise personal responsibility for the safety of themselves and others;
- observe standards of dress consistent with safety and or / or hygiene
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

### **Parents**

Parents are expected to:

- support the school in any health and safety matters reported to them on newsletters;
- be aware of and comply with this policy;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

### **Visitors and People Working on Site**

Visitors are expected to:

- take reasonable care of themselves and others while on the school premises;
- co-operate with the safety rules and procedures of the school;
- ensure compliance with risk management when working on the premises;

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- report defects or damage to equipment;
- report all accidents and incidents

## **Risk Assessments / Safe Operating Systems**

- We believe that Risk Assessment applies to everyone and is the key factor in relation to Health and Safety.
- Risk Assessment is something we all do every day and most activities have some form of risk attached to them.
- The object is to assess the level of risk, determine whether it is acceptable and introduce measures to minimise or eliminate the risk by:
  - Preparing and implementing safe working practices
  - Monitoring, inspecting and reporting regularly
  - Identifying potential hazards and knowing what to do to minimise risk and respond if something goes wrong.
- We are aware that we may need specialist advice to assess some risks, but many require a **common-sense** approach and continued diligence.
- We are of the opinion that if something is not acceptable at home then it should not be acceptable in school.
- All of us have a legal responsibility for the safety of our colleagues.

## **Inspections**

- A daily inspection is undertaken by the caretaker who reports to the Headteacher.
- Weekly checks are undertaken by the relevant personnel.
- The Local Authority Health and Safety section undertakes an annual inspection.
- Annual inspection by the Governor with responsibility for Health and Safety.

## **Reporting**

- The Headteacher receives a daily report from the caretaker.
- The Headteacher provides a termly report to the Governing Body.
- The Headteacher provides an annual report to the Governors and to the Local Authority.
- The Governing Body receives a periodic inspection report from the Health and Safety section of the Local Authority.

## **Training**

- All staff to meet periodically to discuss safety policies, procedures and safe working practices.
- The appropriate personnel undertake training when required.
- We ensure all school personnel have equal chances of training, career development and promotion.
- Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.



## **Health and Safety Policies**

We have in place the following policies:

- Accidents and Emergencies
- Asbestos
- Asthma
- COSHH
- Crisis Management (Critical Incidents)
- Display Screen Equipment
- Drugs and Alcohol
- E-Safety (ICT Internet)
- Electrical Safety
- Fire Safety
- First Aid
- Food Safety
- Head lice
- Health and Safety at Work Policy
- Health and Well-Being
- Management of Health and Safety Regulations
- Manual Handling
- Medical Conditions and Communicable Diseases
- Medical and First Aid
- New and Expectant Mothers at Work
- PE Safety Guidelines
- Physical Restraint
- Photographic and Video Images – use of
- Risk Assessment
- School Trips
- Security
- Slips, Trips and Falls
- Smoking at Work
- Stress Management
- Sun Protection
- Visitors and Contractors
- Working at Height
- Work-life Balance
- Workplace Environment

## **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

## **Equality Impact Assessment**



### **St. Joseph's RC Primary**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

#### **Monitoring the Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

#### **Linked Policies**

|                                     |                                  |
|-------------------------------------|----------------------------------|
| ▪ Safeguarding and Child Protection | ▪ All Health and Safety Policies |
|-------------------------------------|----------------------------------|

|                                 |                    |              |                |
|---------------------------------|--------------------|--------------|----------------|
| <b>Headteacher:</b>             | <i>J. McMorrow</i> | <b>Date:</b> | September 2024 |
| <b>Chair of Governing Body:</b> | <i>R. Davies</i>   | <b>Date:</b> | September 2024 |

**St. Joseph's RC Primary**  
**Initial Equality Impact Assessment**

If the result of undertaking an initial equality impact assessment is that this policy has a positive effect on any of the equality groups then a full equality impact assessment will not be necessary.

| Policy Title | The aim(s) of this policy | Existing policy (✓) | New/Proposed Policy (✓) | Updated Policy (✓) |
|--------------|---------------------------|---------------------|-------------------------|--------------------|
|              |                           |                     |                         |                    |

| This policy affects or is likely to affect the following members of the school community (✓) | Pupils | School Personnel | Parents/carers | Governors | School Volunteers | School Visitors | Wider School Community |
|----------------------------------------------------------------------------------------------|--------|------------------|----------------|-----------|-------------------|-----------------|------------------------|
|                                                                                              |        |                  |                |           |                   |                 |                        |

| Question                                                                            | Equality Groups |   |    |            |   |    |        |   |    |                 |   |    |                        |   |    |      |   |    | Conclusion         |   |    |                    |   |    |                                                           |    |
|-------------------------------------------------------------------------------------|-----------------|---|----|------------|---|----|--------|---|----|-----------------|---|----|------------------------|---|----|------|---|----|--------------------|---|----|--------------------|---|----|-----------------------------------------------------------|----|
| Does or could this policy have a negative impact on any of the following?           | Age             |   |    | Disability |   |    | Gender |   |    | Gender identity |   |    | Pregnancy or maternity |   |    | Race |   |    | Religion or belief |   |    | Sexual orientation |   |    | Undertake a full EIA if the answer is 'yes' or 'not sure' |    |
|                                                                                     | Y               | N | NS | Y          | N | NS | Y      | N | NS | Y               | N | NS | Y                      | N | NS | Y    | N | NS | Y                  | N | NS | Y                  | N | NS | Yes                                                       | No |
|                                                                                     |                 | ✓ |    |            | ✓ |    |        | ✓ |    |                 | ✓ |    |                        | ✓ |    |      | ✓ |    |                    | ✓ |    |                    | ✓ |    |                                                           |    |
| Does or could this policy help promote equality for any of the following?           | Age             |   |    | Disability |   |    | Gender |   |    | Gender identity |   |    | Pregnancy or maternity |   |    | Race |   |    | Religion or belief |   |    | Sexual orientation |   |    | Undertake a full EIA if the answer is 'no' or 'not sure'  |    |
|                                                                                     | Y               | N | NS | Y          | N | NS | Y      | N | NS | Y               | N | NS | Y                      | N | NS | Y    | N | NS | Y                  | N | NS | Y                  | N | NS | Yes                                                       | No |
|                                                                                     | ✓               |   |    | ✓          |   |    | ✓      |   |    | ✓               |   |    | ✓                      |   |    | ✓    |   |    | ✓                  |   |    | ✓                  |   |    |                                                           | ✓  |
| Does data collected from the equality groups have a positive impact on this policy? | Age             |   |    | Disability |   |    | Gender |   |    | Gender identity |   |    | Pregnancy or maternity |   |    | Race |   |    | Religion or belief |   |    | Sexual orientation |   |    | Undertake a full EIA if the answer is 'no' or 'not sure'  |    |
|                                                                                     | Y               | N | NS | Y          | N | NS | Y      | N | NS | Y               | N | NS | Y                      | N | NS | Y    | N | NS | Y                  | N | NS | Y                  | N | NS | Yes                                                       | No |
|                                                                                     | ✓               |   |    | ✓          |   |    | ✓      |   |    | ✓               |   |    | ✓                      |   |    | ✓    |   |    | ✓                  |   |    | ✓                  |   |    |                                                           | ✓  |

|                   |                                                                                                                                        |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Conclusion</b> | We have come to the conclusion that after undertaking a preliminary equality impact assessment that a full assessment is not required. |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------|

|                                     |             |                                    |             |
|-------------------------------------|-------------|------------------------------------|-------------|
| <b>Preliminary EIA completed by</b> | <b>Date</b> | <b>Preliminary EIA approved by</b> | <b>Date</b> |
|                                     |             |                                    |             |

**Policy Evaluation**

*St. Joseph's 2021*

**St. Joseph's RC Primary**

| Points to be considered                                               | Yes | No | N/A | Please supply evidence |
|-----------------------------------------------------------------------|-----|----|-----|------------------------|
| • Policy annually reviewed                                            |     |    |     |                        |
| • Policy in line with current legislation                             |     |    |     |                        |
| • Coordinator in place                                                |     |    |     |                        |
| • Nominated governor in place                                         |     |    |     |                        |
| • Coordinator carries out role effectively                            |     |    |     |                        |
| • Headteacher, coordinator and nominated governor work closely        |     |    |     |                        |
| • Policy endorsed by governing body                                   |     |    |     |                        |
| • Policy regularly discussed at meetings of the governing body        |     |    |     |                        |
| • School personnel aware of this policy                               |     |    |     |                        |
| • School personnel comply with this policy                            |     |    |     |                        |
| • Pupils aware of this policy                                         |     |    |     |                        |
| • Parents aware of this policy                                        |     |    |     |                        |
| • Visitors aware of this policy                                       |     |    |     |                        |
| • Local community aware of this policy                                |     |    |     |                        |
| • Funding in place                                                    |     |    |     |                        |
| • Policy complies with the Equality Act                               |     |    |     |                        |
| • Equality Impact Assessment undertaken                               |     |    |     |                        |
| • Policy referred to the School Handbook                              |     |    |     |                        |
| • Policy available from the school office                             |     |    |     |                        |
| • Policy available from the school website                            |     |    |     |                        |
| • School Council involved with policy development                     |     |    |     |                        |
| • All stakeholders take part in questionnaires and surveys            |     |    |     |                        |
| • All associated training in place                                    |     |    |     |                        |
| • All outlined procedures complied with                               |     |    |     |                        |
| • Linked policies in place and up to date                             |     |    |     |                        |
| • Associated policies in place and up to date                         |     |    |     |                        |
| <b>A statement outlining the overall effectiveness of this policy</b> |     |    |     |                        |
|                                                                       |     |    |     |                        |