

# BISHOP WORDSWORTH'S SCHOOL

## HEALTH & SAFETY POLICY

### A Statutory Policy

#### **Definitions:**

1. *'Parent(s)' includes guardian(s) or any person who has parental responsibility for the pupil or who has care of the pupil.*
2. *'Is to', 'are to' and 'must' are obligatory. 'Should' is not obligatory but is good practice and is to be followed unless non-compliance can be justified.*

#### **INTRODUCTION**

1. The Governors of Bishop Wordsworth's School (the School) recognise their corporate responsibility to provide as far as reasonably practicable a safe and healthy environment for pupils and staff on and off site. They also acknowledge their responsibility to all other school users including parents, visitors and contractors while on site.

#### **POLICY**

2. The Governors of the School will take all reasonable, practicable steps to fulfil their responsibility to provide a safe and healthy environment for all users of the premises and to pay particular attention to meeting the requirements of the Health and Safety at Work Act 1974 and all relevant statutory provisions.

3. This Policy applies to all permanent and temporary accommodation on the site.

#### **PROCEDURE**

4. The Governors' duties set out in the Health and Safety at Work Act 1974 are as follows:

- a. Make safe plant, places of work, premises, equipment and systems.
- b. Make arrangements for the safe use, handling, storage and transportation of articles and substances.
- c. Provide appropriate security arrangements including a major incident plan for disaster/business continuity management.
- d. Provide information, instruction, training and supervision by first aid personnel to ensure the health and safety of all those on the premises.
- e. Provide adequate first aid and other welfare facilities.
- f. Provide safe means of access and egress.
- g. Provide opportunities for consultation with staff and trade union representatives in promoting health and safety at work.

5. Governors require the School's employees to fulfil their legal obligation to co-operate in the operation of this Policy; employees are to:

- a. Support and implement this Policy.
- b. Set a personal example through safe behaviour and comply with appropriate safety warnings.
- c. Make use of the protective equipment available; ensure that pupils make use of protective equipment; observe standards of dress consistent with safety and/or hygiene; accept that the safety equipment, protective clothing and procedures provided must be employed as appropriate to the hazard and in the manner

prescribed; not interfere with or misuse equipment which has been provided in the interests of health and safety.

- d. Comply with safety procedures, whether written or brought to their attention by other means; familiarise themselves with procedures for emergency evacuation.
- e. Satisfy themselves when using plant, machinery, tools or equipment that it is not defective and that it is suitable for the task; where there is doubt, refer equipment to a supervisory officer. When required, ensure that it has current valid test certificates where appropriate.
- f. Ensure that any equipment to be purchased, hired or installed by the School is suitable for its intended use and location and complies with the appropriate safety regulations. Full operating and maintenance instructions, written in English, must be provided and made available for use.
- g. Report to the designated person if inadequacies are detected in any safety procedures.
- h. Be conscious of the health, safety and welfare of themselves, their colleagues, pupils in their care and members of the public, and do nothing by act or omission which may adversely affect themselves or those others.
- i. Report all incidents which have led or could lead to damage or injury, accidents, reportable diseases, dangerous occurrences and potentially hazardous incidents in accordance with prescribed procedures, and assist any resulting investigation.
- j. Teach safety as an integral part of courses, both by formal teaching, where appropriate, and by example, by ensuring that no School user sees or is allowed to do anything which does not correspond to the best industrial or teaching practice.
- k. Prohibit any pupil who refuses to adopt safe working procedures from taking part in the lesson, and refer the pupil so that appropriate disciplinary action can be taken.
- l. Inform contractors and other workers not employed by the School of appropriate health and safety regulations and of appropriate points from this Health & Safety policy.

## **DESIGNATED RESPONSIBILITIES**

**6. The Governors' Admissions, Property, Health and Safety Committee.** The Health and Safety functions of the Governors' Admissions, Property Health and Safety Committee are:

- a. The appointment of a Link Governor to monitor Health and Safety issues.
- b. The study of accidents and notifiable diseases for any trends and initiating and checking corrective action if appropriate.
- c. The examination of safety reports for any trends and initiating and checking corrective action where appropriate.
- d. To consider reports submitted by safety representatives.
- e. To consider reports and factual information provided by inspectors for the enforcing authority appointed under the Health and Safety at Work Act.
- f. To assist in the development, implementation and review of School safety rules and safe systems, working within current legislation and co-operating with trade union and professional association representatives.

- g. To monitor the effectiveness of the safety content of staff training.
- h. To monitor the adequacy of health and safety communication and publicity in the School.
- i. To provide a link with the appropriate inspectorates of the enforcing authority.
- j. To review annually and revise all health and safety practices in the light of any new legislation.
- k. To make recommendations to the Governing Body.

7. **The Head.** The ultimate responsibility for the implementation of the Health and Safety Policy within the School lies with the Head. However, the Bursar is delegated by the Governors to supervise, monitor and control all matters relating to health and safety and to act as the Health and Safety Officer.

8. **The Leadership Team.** The Leadership Team is to:

- a. Organise the School so that there is no unacceptable risk to members of staff, pupils or other users of property.
- b. Ensure that all staff are properly briefed and trained in their duties and responsibilities as part of the general programme of staff development.
- c. Set a personal example and encourage a safe attitude towards work amongst all employees.
- d. Ensure that there are safe systems of work and that all members of staff and pupils use protective equipment provided, observe the standards laid down by law and co-operate in agreed safety measures.
- e. Co-operate with the safety representatives of recognised trade unions.
- f. Be aware of the provisions of the Major Incident Plan and their responsibilities detailed within it.

9. **The Health and Safety Officer.** The Health and Safety Officer is the Bursar who is to work in conjunction with the Site Manager. Responsibilities include:

- a. Monitoring and implementing the general safety programme with the Head and the Site Manager.
- b. In conjunction with the Site Manager, carrying out regular programmes of inspection of the premises including:
  - (1) Maintenance and, where necessary, examination and testing of plant and equipment including electrical equipment.
  - (2) Local exhaust ventilation.
  - (3) Pressure systems.
  - (4) Gas appliances.
  - (5) Lifting equipment.
  - (6) Glazing safety.

Such inspections might also include a governor and the Head or another member of the Leadership Team.

- c. Ensuring all accidents and hazardous situations are reported.
- d. Analysing accident reports and reporting to the Governors' Admissions, Property, Health and Safety Committee.

- e. Establishing and monitoring first aid procedures. Review from time to time appropriate first aid and emergency regulations.
- f. Being the focal point for day to day references on safety and give advice or indicate sources of advice.
- g. Co-ordinating and implementing the School's safety regulations as approved by the Governors' Admissions, Property Health and Safety Committee.
- h. Establishing and monitoring fire procedures.
- i. Setting a personal example and encouraging a safe attitude towards work amongst all staff and pupils.
- j. Establishing protective clothing and equipment needs and establishing monitoring procedures for their use.
- k. Reporting all known hazards immediately and stopping any practices or the use of any plant, tools, equipment etc considered to be unsafe until their safety is satisfactory.
- l. Making recommendations for additions or improvements to plant, tool, equipment etc which are dangerous or potentially so.

10. **Competent Authority.** The Bursar is to appoint an external body as the School's competent person within the requirements of the Management of Health and Safety at Work Regulations 1999. This will normally be a NEBOSH qualified consultant who will provide:

- a. An annual H&S audit and report for governors.
- b. On call advice for H&S issues as they emerge.

11. **Department and Faculty Heads.** As well as the duties which all members of staff have (see Paragraph 12), Department and Faculty Heads have overall day-to-day responsibility for the implementation and operation of this policy within their areas of responsibility. As such, they are to ensure that:

- a. Safe methods of working exist and are implemented throughout their area of responsibility.
- b. Health and safety regulations, rules, procedures and codes of practice are being applied effectively.
- c. Staff, students and others under their care or control are instructed in safe working practices.
- d. New employees working within their area are given instruction in safe working practices.
- e. Risk assessments are conducted in their area of responsibility as required by the Headteacher or as necessary.
- f. Regular safety inspections are made of their area of responsibility as required by the Headteacher or as necessary.
- g. Positive, corrective action is taken where necessary to ensure the health and safety of all staff, students and others.
- h. Plant, machinery and equipment in the department in which they work is adequately guarded, in safe working order and restricted to authorised persons only.
- i. Appropriate protective clothing and equipment, first aid and fire appliances are provided and readily available in the department in which they work.

- j. Hazardous and highly flammable substances are correctly stored and labelled and exposure is minimised.
- k. They monitor the standard of health and safety and encourage staff, students and others to achieve the highest possible standards.
- l. They report any health and safety concerns to the Headteacher.

12. **All Staff.** Staff are to familiarise themselves with the health and safety aspects of their work. In particular, they are to:

- a. Take reasonable care of their own health and safety and that of any other persons who may be affected by their acts or omissions at work.
- b. Follow agreed working practices and safety procedures.
- c. Report any accident, near miss, incidents of violence, including verbal abuse or any hazard.
- d. Ensure health and safety equipment is not misused or interfered with.

13. **Staff Development.** The Assistant Head (CPD) is to determine the training needs of staff in consultation with the Bursar and heads of departments. The table at annex A details the types and frequency of training to be undertaken by specific appointments. Records are to be retained as indicated in the table.

#### **HIRERS, CONTRACTORS AND OTHERS**

14. The Headteacher will seek to ensure that hirers, contractors and others who use the school premises conduct themselves and carry out their operations in such a manner that all statutory and advisory safety requirements are met at all times.

15. When the school premises or facilities are being used out of normal school hours for a school-sponsored activity then, for the purposes of this policy, the organiser of that activity, even if an employee, will be treated as a hirer and will comply with the requirements of this section.

16. When the premises are used for purposes not under the direction of the Headteacher, then the principal persons in charge of the activities for which the premises are in use will be expected to maintain the safe practices as indicated in paragraph 10 of this document. Hirers are to be familiar with this policy, comply with all safety directives of the Governing Body and, without the prior consent of the Governing Body, are not to:

- a. Introduce equipment for use on the school premises.
- b. Alter fixed installations.
- c. Remove fire and safety notices or equipment.
- d. Take any action that may create hazards for persons using the premises or the staff or students of the School.

17. Contractors who work on the school premises are required to ensure safe working practices by their own employees under the provision of the Health and Safety at Work Act 1974 and must pay due regard to the safety of all persons using the premises:

- a. The contractors will, when necessary, apply and adhere to the Construction (Design & Management) Regulations (CDM).
- b. Depending on the complexity of the project and at the discretion of the Site Manager, contractors may be required to submit a risk assessment to the School before starting work.

- c. Contractors are to be informed of times of breaks including lunchtime and advised to minimize vehicle movement during these times.
- d. Contractors are never to leave tools unattended.
- e. If contractors' work causes problems for the School, such as noise, dust, paint fumes etc, it may be necessary to agree that operations are suspended. This situation might particularly apply during exam periods. Where dust is a problem, it may be necessary to arrange for those areas to be cleaned more frequently.
- f. Operations such as the erection of scaffolding and fencing, or the movement of mobile scaffolds, should not be carried out when students are in the vicinity.
- g. Precautions are to be taken to prevent debris etc, from falling.
- h. Contractors are to be briefed on vehicle safety and emergency procedures involving fire safety and evacuation. Escape routes are to be kept clear at all times and/or alternative routes identified and all staff advised.
- i. Any work on fragile roof coverings, glazed roof lights or the use of hot tar on roof surfaces may warrant the evacuation of the area immediately below.
- j. Appropriate safety precautions must be taken with regard to any work involving the burning off of external paint which could contain lead. The prevention of contamination caused by dust containing lead must be ensured as a matter of priority.
- k. Any contractors' electrical equipment used on site is to conform to the electricity at Work (Portable Appliance) Regulations.
- l. The Contractor is to inform the Site Manager of any substance likely to cause a risk to others.
- m. Evidence of Disclosure Barring Service (DBS) clearance in the form of a letter from the parent company confirming clearance will be necessary for any contractors who are deemed to have the opportunity for regular contact with students. In the situation of a main contractor working within a compound with private facilities, this will not be required unless deemed necessary by the Head following a risk assessment.

## SUPPORTING PROCEDURES

18. **Protective Clothing and Equipment.** The School Health and Safety Officer, Heads of Department, Site Manager, and Senior Science Technician are to determine the type and quantity of protective clothing or equipment necessary for the protection of all employees, pupils and visitors, and the circumstances in which clothing and equipment are used if not already directed by statutory regulations. Staff issued with protective clothing are to wear that protective clothing during work hours. Sufficient protective equipment is to be available for use by staff and pupils. In areas where the wearing of protective equipment is a statutory requirement, members of the public visiting the area are to wear the equipment available. Specific responsibilities are shown below:

Appointment	Responsibility	Comment
Bursar (H&S Officer)	Overall	Will arbitrate where necessary

Heads of Department	Protective clothing and equipment for students and staff	Commensurate with risk of teaching & learning activity
Senior Science Technician	Procurement of protective clothing and equipment for science	Commensurate with all risks for teaching and learning, and related activities
Site Manager	Procurement of protective clothing and equipment for Site Team	Commensurate with all risks for site management activities
Catering Manager	Procurement of protective clothing and equipment for Catering Staff	Commensurate with all risks for catering activities

**19. Fire and Emergency.**

- a. The Health and Safety Officer is to ensure that a Fire Action notice giving instructions on the action to be taken in the event of fire or other emergency is displayed at appropriate places around the site.
- b. In liaison with the Health and Safety Officer, the Site Manager is to ensure that a fire risk assessment is conducted regularly and that fire alarms and fire-fighting equipment are regularly tested and inspected to meet legal requirements, in accordance with the Regulatory Reform (Fire Safety) Order 2005.
- c. All staff must familiarise themselves with the instructions of the emergency procedure and fully understand them. All must ensure that escape routes are not obstructed and that whenever the building is occupied the emergency exits are free to open and that smoke-stop doors are not wedged in the open or shut position other than in extreme circumstances such as required by the lockdown procedure.
- d. All staff are to be familiar with the Fire Prevention & Procedures (contained in separate document).

**20. Accidents and Injuries.** There is a separate Accident Procedure that should be read in conjunction with this document. In outline:

- a. Minor accidents are to be reported to and recorded by Reception. If a student is involved, parents are to be informed if necessary and the detail recorded on the student's record. If further action is needed then the circumstances of the accident and any treatment needed are recorded formally for reporting to governors in due course.
- b. Record books kept in workshops, laboratories and other departments are to be completed and made available for inspection by the Admissions, Property, Health and Safety Committee on request.
- c. Incidents and potential hazards are to be reported to the Bursar.
- d. Serious injuries and other dangerous occurrences are to be reported under Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2019 (RIDDOR) using the online form on the Health and Safety Executive website. This is to be carried out by whoever initially reported the incident in conjunction with the Bursar.

**21. Games and Physical Education**

a. The School understands its duty of care towards students and visitors that are participating in sporting activities, whether they be part of curricular physical education and games lessons or extra-curricular activities. Staff that are organising such activities are responsible for the safety of the premises and equipment and for the quality of supervision. They are to ensure that safety procedures and protocols for the given activity are at least as good as those recognised and recommended by an appropriate sporting body.

b. Notwithstanding the above, most sports have an intrinsic risk of injury that arises from the rough and tumble of the game and by participating in them parents and students acknowledge that they do so at their own risk, other than in the case of negligence by the School in its duty of care outlined above.

22. **First Aid.** There is a separate First Aid Procedure that should be read in conjunction with this document.

23. **Departmental Risk Assessment.** The procedure for departmental risk assessment is detailed in annex B.

24. **Vehicular and Pedestrian Access.** The Headteacher is to decide and give directions to staff on the following:

a. Those areas of the School site where parking is permitted.

b. Vehicular access arrangements to, from and within the School site, including timings and procedures to avoid busy periods during breaks and lesson change-overs.

c. Use of bicycles on the School site.

d. The putting down and pick up arrangements for students transported by private cars etc.

e. **Exeter Street Crossing.** Staff and students transiting between Bishopgate and the main site are to use the pedestrian crossing only and must wait for the green light to indicate that it is safe to cross.

f. **Britford Lane.** Students transiting to the sports field at Britford Lane are to be instructed to travel in small groups and not individually, to use the under pass near the roundabout and to be alert to traffic on Britford Lane (an unadopted road without pavement).

25. **Travel for Trips and Activities.** For flexibility and to minimise cost, travel for trips and activities may be by school minibus, hired/ public transport or the personal vehicles of staff, parents or pupils. Drivers are responsible for ensuring that their vehicle is road-worthy and insured and that they hold the appropriate driving licence. For those with only social, domestic cover, the business element of personal use is covered by the School's occasional business use insurance policy. This includes parents, guardians and other volunteers, as well as staff.

26. **Other Procedures.** The following other procedures are contained in supporting annexes:

- Outdoor Education Activities.
- Off-site Activities.
- Asbestos Management Plan.
- Healthy Eating and Food Safety.
- Working at Heights.



- Electrical Safety.
- Display Screen Equipment.
- Legionella Risk Management.
- Manual Handling.
- Gas Safety.

## **CHANGES IN LEGISLATION**

27. If, during the currency of this Policy, any statute or statutory instrument is enacted that adds to, modifies or is in conflict with any provisions of the Policy, then the Policy will be deemed to include any such statutory provision to the extent necessary to make the Policy compliant with that provision.

## **MONITORING AND EVALUATION**

28. This Policy is to be reviewed annually. It was first adopted in April 1996. The most recent 3 years' review history is below:

12 <sup>th</sup> November 2020	Minor updates
11 <sup>th</sup> November 2021	Inclusion of Food Safety Annex
14 <sup>th</sup> June 2022	Clarification of sporting risks and trip ratios
10 <sup>th</sup> November 2022	Substantial re-write
28 <sup>th</sup> February 2023	Minor updates
7 <sup>th</sup> November 2023	Minor updates

Annexes:

- A. Training.
- B. Departmental Risk Assessment.
- C. Outdoor Education Activities.
- D. Off-site Activities.
- E. Asbestos Management Plan.
- F. Healthy Eating and Food Safety.
- G. Working at Heights.
- H. Electrical Safety.
- I. Display Screen Equipment.
- J. Legionella Risk Management.
- K. Manual Handling.
- L. Gas Safety.

Related Procedures:

1. Fire Prevention & Procedures.
2. First Aid Procedure.
3. Accident Procedure.
4. Vehicles Procedure.
5. Control of Substances Hazardous to Health.

**ANNEX A TO  
HEALTH & SAFETY POLICY**

**TRAINING**

<b>Course</b>	<b>All</b>	<b>First aiders</b>	<b>Reception</b>	<b>Site Team</b>	<b>Bursar</b>	<b>Science technicians</b>	<b>ICT technicians</b>	<b>Catering staff</b>	<b>Head of Physics</b>	<b>Records kept by</b>
H&S for managers					Triannual					AH(CPD)
H&S for site managers				Triannual						AH(CPD)
First aid		Triannual								AH(CPD)
Manual handling			Triannual	Triannual			Triannual			AH(CPD)
Working at heights				Triannual			Triannual			AH(CPD)
Fire update (internal briefing)	Annual									AH(CPD)
H&S update (internal briefing)	Annual									AH(CPD)
Food hygiene								Triannual		AH(CPD)
Radio activity protection supervisor									On appointment	AH(CPD)
CLEAPSS induction						On appointment				Science Technician Advisor
CLEAPPS update						Annual				Science Technician Advisor

**DEPARTMENTAL RISK ASSESSMENT**

1. Risk Assessment is an examination of any hazard which could cause harm to staff, student or visitors. "Hazard" means anything that can cause harm (e.g. chemicals, electricity, working from ladders, etc.). "Risk" is the chance, great or small, that someone will be harmed by the hazard.
2. There are two broad categories of assessment:
  - a. Enduring – covering normal school activity in a given area; they are subject to periodic review or updated when circumstances change.
  - b. Occasional – one-off assessment to cover a specific activity.
3. The table below shows who has the lead for assessing risk. The allocation of this lead role does not obviate any member of staff from their due regard for health and safety and from assessing risks when conducting any activity out of the ordinary.

<b>Enduring</b>	
<b>Area</b>	<b>Lead</b>
Britford Lane	Groundsman
Science	Director of Science & Science Technician Advisor
Sports Hall including yards	Director of Sport
Maths Block including staff room	Head of Mathematics
Design Technology	Head of Design Technology & Design Technology Technician
Chapel Block	Chaplain and IT Network Manager
Paddock Block & yard	Head of English
Bishopgate	Director of Music
Kitchen & dining room	Catering Managers (Food & Staff)
Reception	Lead Receptionist
Number 11 including gardens	Assistant Head (Assessment)
Sixth Form Block & courtyard	Head of Sixth Form
Art Block	Head of Art
W14-17 & back yard	Bursar
Workshop	Site Manager
<b>Occasional</b>	
Trips	Trip leader
Events	Event organiser
Works	Site Team and/or contractor

4. The risk assessment is to:
  - a. Identify potential hazards.
  - b. Assess the level of risk each brings.
  - c. Determine what action, if any, is necessary to reduce the risk to an acceptable and manageable level.

5. Factors to consider, not exclusively, are:

- Access to unsafe areas (e.g. plant rooms)
- Ball games close to windows
- Climbing hazards
- Corridor constriction
- Door or window opening onto walkway
- Food preparation and storage
- Free-standing sports equipment
- Hazardous materials
- Hot surfaces or materials
- Hygiene facilities
- Lifting hazards
- Machinery
- Moving vehicles
- Sharp edges
- Slip or trip hazards
- Stairs and handrails
- Student physical activities
- Toppling furniture
- Unsafe building, wall, fence or other structure
- Unsafe glazing
- Working at height
- Other

6. There is a separate risk assessment form for trips, which is available on the G drive or from the Trips Administrator.

7. Assessors should note that the following are subject to school-wide inspections/assessments and need not be separately addressed in these departmental assessments though staff are free to raise any concerns if an issue comes to light that has not been noted otherwise.

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

8. Risk Assessments are to be reviewed annually or whenever there is a significant change of procedure, staffing or regulation or after an accident or incident. A record of the assessment is to be retained by the lead assessor.

## OUTDOOR EDUCATION ACTIVITIES

### STATUTORY FRAMEWORK

1. DfE issued guidance in February in 2014 on Health & Safety in Schools and in particular on assessing and managing risk. This sets out responsibilities under Health and Safety legislation that employers and employees must meet and makes specific reference to educational visits. The guidance is at:

<http://www.education.gov.uk/aboutdfe/advice/f00191759/departmental-advice-on-health-and-safety-for-schools>

2. **Government Guidance.** The main thrust is encapsulated in the following extract:

a. *“Children should be able to experience a wide range of activities. Health and safety measures should help them to do this safely, not stop them.*

b. *It is important that children learn to understand and manage the risks that are a normal part of life.*

c. *Common sense should be used in assessing and managing the risks of any activity. Health and safety procedures should always be proportionate to the risks of an activity.*

d. *Staff should be given the training they need so they can keep themselves and children safe and manage risks effectively.*

e. *Health and safety law requires the employer to assess the risks to the health and safety of staff and others affected by their activities.*

f. *The terms risk assessment and risk management are used to describe the process of thinking about the risks of any activity and the steps taken to counter them. Sensible management of risk does not mean that a separate written risk assessment is required for every activity.*

g. *School employers should always take a common sense and proportionate approach, remembering that in schools risk assessment and risk management are tools to enable children to undertake activities safely, and not prevent activities from taking place.*

h. *Sensible risk management cannot remove risk altogether but it should avoid needless or unhelpful paperwork.*

i. *Some activities, especially those happening away from school, can involve higher levels of risk. If these are annual or infrequent activities, a review of an existing assessment may be all that is needed. If it is a new activity, a specific assessment of significant risks must be carried out.*

j. *Head teachers should ensure that the person assigned with the assessment task understands the risks and is familiar with the activity that is planned.*

k. *Where a risk assessment is carried out the employer must record the significant findings of the assessment.*

l. *However, schools need not carry out a risk assessment every time they undertake an activity that usually forms part of the school day, for example, taking pupils to a local venue which it frequently visits, such as a swimming pool, park, or place of worship.*

*m. Any risks of these routine activities should already have been considered when agreeing the school's general health and safety policies and procedures.*

*n. A regular check to make sure the precautions remain suitable is all that is required."*

3. **Adoption of Guidance.** Although the guidance is not prescriptive, the Governing Body of Bishop Wordsworth's School has adopted it as good practice. Therefore, trip leaders are to familiarise themselves with the advice on the link at Paragraph 1 to this Annex and make use of its guidance when judging what is good practice in the circumstances.

4. **Small Scale School Day Trips.** In accordance with the guidance at Sub Paragraph 1.j above, and unless the Head requires otherwise, the requirements and procedures of this Annex do not apply to small scale trips eg the Choir going to the Cathedral/local churches for rehearsals, visits to other local schools, artists going to Arundells, historians going to local museums etc.

5. **SEND.** The Special Educational Needs and Disability Act 2001 requirements are to be adhered to: 'that schools do not discriminate against pupils for reasons relating to their disabilities and that "reasonable adjustments" are made so as to ensure that disabled pupils are not substantially disadvantaged in comparison with pupils who are not disabled'.

## **ROLES AND RESPONSIBILITIES**

6. The DfE guidance highlights the importance of educational visits in the active curriculum of a school and the need for everyone who has some responsibility for educational visits to work as a team towards ensuring that the visits are safe and educational.

7. **Overall Responsibility.** Because the School is an academy, the Governing Body is responsible ultimately for the health and safety of pupils and staff and the actions of employees while in the course of their employment.

8. **Role of the Governing Body.** The Governing Body is required to:

a. Direct that DfE and other relevant guidance is to be made available to staff to inform the School's policy, practices and procedures relating to the health and safety of pupils on educational visits including measures to obtain parental consent on a basis of full information, investigating parental complaints and discussing and reviewing procedures including incident and emergency management systems. Governors should seek specialist advice as necessary.

b. Support the Head regarding educational visits and ensure that he has the appropriate time and expertise to fulfill his responsibilities.

c. Ascertain what governor training is available and relevant.

d. Agree on the types of visit they should be informed about.

e. Require post visit reports so they can be satisfied that a visit's educational objectives were met and were appropriate to the age and abilities of the pupil group.

f. Require early planning and pre-visits with appropriate follow up action because many complex or costly ventures require a planning period of 18-24 months.

g. Direct that bookings are not completed until external providers have met all the necessary assurances. Also, direct that specific items in the risk management, for example, overnight security and room plans, are checked before departure.

h. Direct that the Head as the Educational Visits Coordinator (EVC) is to take all

reasonable and practicable measures to include pupils with special educational needs or medical needs on a visit.

9. **Role of Head.** The Head in his role as the EVC is responsible for ensuring that all visits and activities are properly planned and supervised, that appropriate training has been carried out and the group leader is competent for that type of visit.

10. **Responsibilities of the Head.** The Head is to:

- a. Approve each visit (but note Paragraph 4 of this Annex).
- b. Require visit reports for Category B and C visits to be compiled for governors (see paragraph 18 below for definitions of the visit categories).
- c. Ensure that arrangements are in place for the educational objectives of a visit to be inclusive, to be stated in the pre-visit documentation and to be made known to all relevant parties.
- d. Be aware of the need to obtain best value. Appropriate consideration must be given to financial management, choice of contractors, and contractual relationships.
- e. Ensure that issues identified by exploratory visits have been satisfactorily resolved within the risk assessment.
- f. Ensure that the accreditation or verification of providers has been checked.
- g. Ensure that visits are evaluated to inform the operation of future visits. Form 5 (BWS Educational Visit Evaluation Form) should be used for this and stored on the G:\Drive.
- h. Ensure that the trip leader keeps him informed of the progress of the visit and that this information is passed as appropriate to governors and parents.
- i. Check that an appropriately competent trip leader has been designated who will meet the School's criteria. In most cases the Head should be able to judge a member of staff's competence and suitability to lead a visit noting that discipline on an educational visit may have to be stricter than in the classroom.
- j. For less routine visits, the Head is to ensure that the trip leader can obtain advice from an appropriate technical adviser as necessary.
- k. Ensure that, if appropriate, there is a contingency plan covering for example the implications of staff illness and the need to change routes or activities during the visit (see below). The contingency plan may be simply to contact the School for advice but must be more detailed for higher category trips.
- l. Make time available to ensure that staff receive the appropriate induction and training before the visit.
- m. Allocate sufficient resources to meet identified training needs, including attendance at any relevant courses. INSET sessions relating to educational visits may be organised.
- n. Ensure that visit evaluation is used to inform training needs. Further staff training should be made available where a need is identified.
- o. Arrange for the recording of accidents and the reporting of death or disabling injuries as required. Accident and incident records are to be reviewed to inform future visits.
- p. Help to ensure that serious incidents, accidents and near-accidents are investigated – see paragraphs 24-30 below.

- q. Ensure School staff are made aware of and understand the School's guidance on emergency planning and procedures and provide appropriate training and briefing sessions.
- r. Ensure that the School has emergency procedures in place in case of a major incident on an educational visit. These should be discussed and reviewed by staff. Ensure that pupils, parents, group supervisors and others are given written details of these procedures.
- s. Ensure that the School contact has the authority to make significant decisions. The contact is to be contactable and available for the full duration of the visit 24 hours a day, be able to respond immediately at the School base to the demands of an emergency and have a back-up person or number. The School contact should be a member of the School Leadership Team.
- t. Ensure that the leader and supervisors are briefed about the emergency procedures as part of the risk assessment briefing and that they have ready access to these procedures during the visit.
- u. Ensure that the trip leader impresses upon parents the importance of providing their own contact numbers (preferably more than one) which will enable the parents to be contacted in case of emergency.
- v. Establish a procedure to ensure that parents are informed quickly about incident details through the School contact, rather than through the media or pupils.
- w. Check that contractors have adequate emergency support procedures, and that these will link to school and LA emergency procedures.

11. **Educational Visits Coordinator (EVC).** The Head as the EVC is involved in the planning and management of educational visits including adventure activities. The functions of the EVC are to:

- a. Ensure that educational visits have educational value.
- b. Assign competent people to lead or otherwise supervise a visit noting the following DfE guidance:  
*"When planning an activity that will involve caving, climbing, trekking, skiing or water sports, schools must currently check that the provider holds a license as required by the Adventure Activities Licensing Regulations 2004. These regulations apply to adventure activities that take place in England, Scotland and Wales but these arrangements may be subject to change in the future."*
- c. Assess the competence of leaders and other adults proposed for a visit normally by reference to their accreditations from an awarding body and by practical observation or verification of their experience.
- d. Organise the training of leaders and other adults going on a visit eg for first aid, hazard awareness etc.
- e. Organise thorough induction of leaders and other adults taking pupils on a specific visit.
- f. Make sure that Disclosure and Barring Service disclosures are in place as necessary.
- g. Work with the group leader to obtain the consent or refusal of parents and to provide full details of the visit beforehand so that parents can consent or refuse consent on a fully informed basis.



- h. Organise the emergency arrangements and ensure there is an emergency contact for each visit.
- i. Keep records of individual visits including reports of accidents and “near-accidents” (“near misses”).
- j. Review systems and, as appropriate, monitor practice.

12. **Trip Leader.** A trip leader must be appointed for each planned visit, responsible for the supervision and conduct of the visit. The trip leader has the same health and safety responsibility as for a normal teaching day: to do all that is reasonably practicable to ensure the health and safety of the pupils in their charge, the health and safety of others and their own health and safety. However, educational visits are not usually ‘normal’ and therefore require specific planning and organisation. By following the School policy and undertaking appropriate training, a leader will be demonstrating that they are acting as a ‘reasonable teacher’ would in the circumstances.

13. **Trip Leader Approval.** Trip leaders must be approved as competent by the EVC who may require details of recognised qualifications in the activity to be undertaken, training courses associated with the activity and experience in organising and leading school visits in general. This evidence must be provided for approval before any further planning is taken.

14. **Trip Leader Key Question.** The key question for trip leaders must be: “Is what I am about to do something that I would do for my own child?” If the answer is not an IMMEDIATE ‘Yes’, then the action must not be taken but altered to such an extent that the Trip Leader would then be entirely and immediately satisfied.

15. **Other Accompanying Adults.** All supervisors have a general responsibility for the care of pupils, not just for that part of it on which they are specifically ‘on duty’. Party leaders are to supply them with detailed information, and brief them orally, to enable them to carry out their supervisory duties effectively. Supervisors may include other School staff, including support staff and trainee teachers, activity provider’s staff or parent volunteers. All supervisors must be assessed as competent to undertake the role. Supervisors who are not employed by the School cannot hold the same responsibility as School staff and they should not normally be given sole charge of any pupils in the group unless, perhaps, for a short time in clearly defined circumstances where the School staff member is readily to hand.

16. **Consumption of Alcohol.** Trip leaders and supervising adults are not to consume alcoholic beverages while on school trips.

17. **Parental Permission.** Parental permission for the trip is implicit in making payment for the trip however the trip leader is to ensure that parents are aware of any planned unusual activities that are not apparent from the trip details. If in doubt, advice is to be sought from the EVC to determine if additional parental consent is required.

## **APPROVAL OF EDUCATIONAL VISITS**

18. The Head is to approve all Category A to C visits and the detailed approval process is to be available to all staff on the ‘G’ Drive’. The different categories are:

- a. **Category A.** This category comprises activities that present no significant risks. They are to be supervised by a responsible adult, normally a staff member or parent who has been assessed as competent by the EVC. Eg: walking in parks or on non-remote country paths; field studies in environments presenting no technical hazards; day trips to museums, theatres or regular sports fixtures.

b. **Category B.** This category comprises some higher-risk or higher profile activities. The leader must, as a minimum, have undergone an additional familiarisation process or induction specific to the activity and/or the location. The leader is to be experienced in leading the activity or should seek the advice of a suitably qualified technical adviser and is to be approved as appropriately competent by the EVC. Examples of this Category are: walking in non-remote country; camping; cycling on roads or non-remote off-road terrain; low level initiative challenges. Overnight visits are at least Category B.

c. **Category C.** This is the most demanding category. It includes all those activities that, if not school-led, would be in scope of the Adventure Activities Licensing Regulations 1996. Safe supervision requires that the leader should normally complete some prior test of his or her specific competence. Such testing might include a recognised course of training, the recorded accumulation of relevant experience or an assessment of competence by an appropriate National Governing Body. The trip leader must have been approved as competent by the EVC.

19. A trip is not to be approved by the Head if he has reason to suspect that insufficient thought has been given to planning and Health and Safety.

### **CONTRACTORS (PROVIDERS)**

20. Contractors for educational visits may be tour operators, expedition providers, outdoor education centres, local farms, civic museums and national bodies such as the RSPCA, YHA etc. Contractors are responsible for assessing the risks of those parts of the visit appearing in the contract and therefore assurances are to be obtained from providers that risks have been assessed and that the provider's staff are competent to instruct and lead pupils of the group's age range on the activity. Additionally, details of their safety management systems are to be requested and they must provide details of any independent, inspection-based external verification. However, checks by the EVC do not relieve the contractor of any responsibility or liability. If the EVC does not feel competent to assess the validity of contractors' safety systems or assurances, appropriate advice is to be sought.

21. The reputation of a tour operator is to be checked and the EVC and trip leader are to satisfy themselves that the company shows due diligence in checking, for example, the safety and suitability of the accommodation, transport and insurance.

22. Some contractors may offer a pre-visit to overseas or other sites for group leaders free of charge and may be arranged in conjunction with the local tourism authority. This can enable the group leader to gain a direct experience of the venue and environment and assist their appraisal of the contractor's risk assessment.

### **EMERGENCY PROCEDURES**

23. The trip leader is to carry the RPA<sup>1</sup> emergency contact number and follow the guidance given should an emergency occur. Additionally, the trip leader must contact the nominated member of the Leadership Team acting as base contact for the visit. A serious accident or incident is defined as: an accident leading to a fatality, serious or multiple fractures, amputation or other serious injury; circumstances in which a party member might be at serious risk; serious illness or any situation in which the press or media are involved. Leaders are to know these key points:

a. Care Of The Group:

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<sup>1</sup> RPA stands for Risk Protection Arrangement, an alternative to commercial insurance for schools that is provided through the Department for Education and to which Bishop Wordsworth's School subscribes.

- (1) Ensure safety from further danger.
  - (2) Arrange search, rescue, medical care or hospitalisation as necessary.
  - (3) Ensure welfare of all concerned.
- b. Next Steps:
- (1) Inform emergency contact person as soon as possible: a nominated member of the Leadership Team. Have the telephone number on you at all times
  - (2) Information required: what has happened, to whom, where, when, what has happened since. Telephone number where you can be contacted.
  - (3) In the case of fatality, notify the local police.
  - (4) Retain all equipment involved in an unaltered fashion.
- c. Warnings and Advice:
- (1) Do not let party members (staff and pupils) telephone home until after contact has been made with the School.
  - (2) Never admit liability of any sort.
  - (3) Do not allow anyone to see any party member without an independent witness being present.
  - (4) No one, unless they are in a relevant official capacity, has the right to see anyone who does not wish to see them.
  - (5) If someone tries to force a confrontation, do not say anything and call the police.
  - (6) Be as compassionate as possible with anyone involved.
  - (7) Keep a written record of all that happens.

## **INVESTIGATION OF SERIOUS INCIDENTS**

24. When a serious incident has taken place on an educational visit in the UK or abroad, the Head is to initiate an investigation. The incident is also to be investigated if there was no serious injury but the risk of injury was high.
25. The purpose of the investigation is to:
- a. Determine the causes of the incident.
  - b. Determine whether there are lessons to be learned.
  - c. Provide information to bereaved parents.
  - d. Exchange information with statutory investigation bodies as required e.g. police, coroner, Health & Safety Executive (HSE).
  - e. Manage media enquiries.
26. The investigation is to begin as soon as possible while key witnesses have good recall of the facts. Care should be taken not to disrupt any parallel investigations by the police, HSE, coroner, etc.
27. There is usually no reason to wait for those parallel investigations to be complete before starting the investigation. However, before publishing any report, the Head is to check with the police, HSE, coroner etc. to ensure that publication will not jeopardise their investigations or any action that they may decide to take. When the investigation is

complete, lessons learned should be advised to all schools in the Local Authority (LA) area, with other LAs and with the DfE.

28. Legal advice (and sometimes insurer's advice) may suggest the merits of restricting information where it may be used for legal action. This must not result in keeping bereaved parents uninformed of known facts even where the School may fear legal action.

29. A member of staff is to be appointed when required to be the key point of contact for bereaved parents. This staff member is to be sensitive to the family's needs, should preferably have some counselling competence and is to inform the family of the progress of the investigation, answer their questions as helpfully as possible and provide them with known facts.

30. Bereaved parents will need to know all the facts. In the long term, they will not be able to complete the grieving process if their questions remain unanswered. They will also need to know that any lessons learned will be applied. Denial of information is likely to compound and perpetuate their grief and to increase the likelihood that they will resort to legal action.

## **REPORTING ACCIDENTS AND INCIDENTS**

31. Accidents and incidents are to be reported to the Head without delay and be part of regular feedback to ensure dissemination of good practice and the sharing of lessons learned from difficult situations. In the event of a serious accident or injury, all reports are to be retained as specified in the Data Retention Annex of the Data Protection Policy.

## **RATIOS – LEVELS OF SUPERVISION**

32. The selection of teachers and other adults to accompany an educational visit is one of the most important factors that secures safety. Applying a simple formula to determine staff numbers is not a substitute for proper risk assessment. Risk assessments are to justify why only minimum ratios should apply. When approving visits, the Head is to take account of the age, maturity, experience of the pupils involved in the context of the planned activities, needs (including SEND) of pupils, the environment and conditions, nature of the venue and the experience of staff. Minimum ratios are as follows:

a. **Visits Ending Before Midnight:**

Category A – A ratio of 1:20.

Category B – A ratio of 1:20.

Category C – A ratio of 1:15 but the minimum is one teacher and one adult.

b. **Any Category Visit Extending Past Midnight Including Residential Visits in UK.** A ratio of 1:15 but the minimum is one teacher and one adult

c. **Any Category Visit Abroad.** A ratio of 1:10, with a minimum of two teachers.

d. **Any Category Adventurous Activity Led or Instructed by a Member of Staff.** Supervision levels must meet the regulations of the sport's National Governing Body.

e. **Exceptions.** Exceptions may be permissible in certain circumstances where, for example, the School's role is to provide supervised transport to events that are organised by other bodies or where Sixth Form students only are attending. Such cases should be referred to the Head for individual approval. The Head will consider each on its merits, taking into consideration the following factors where relevant:

(1) The number of students involved.

(2) The nature of the event.

- (3) The likelihood of a student needing support from a member of staff.
- (4) The potential risk to the students.
- (5) The reputational risk to the School e.g. through inappropriate behaviour by students.

Nothing in these exceptions eliminates the need for a risk assessment to be made for participation in the event. The Head is to report the grant of any such exceptions to the next meeting of the Admissions, Property, Health & Safety Committee.

33. **Gender of Adults.** If the trip is residential and girls are included, at least one of the adult numbers specified in Paragraph 32 must be female. If boys are included it is preferable but not mandatory that there should also be a male adult.

34. **Reserve Adults.** Trip leaders are to arrange for an appropriate number of reserve adults noting the risk of both members of a couple falling out if one were to become ill.

## RISK ASSESSMENT

35. Risk assessment and risk management are legal requirements. For educational visits this involves the examination of what could cause harm during the visit and whether enough precautions have been taken or whether more should be done. The aim is to minimise, by taking reasonable precautions, the risk that of anybody being hurt or becoming ill. The control measures must be understood by those involved. Risk assessments must explicitly cover how any special educational needs and medical needs are to be addressed. The programme of a visit, as set out in the risk assessment and the consent form, is not to be deviated from and is to include details of contingency measures. The Health & Safety Executive has produced guidance 'Risk – Controlling the Risks in the workplace' (<http://www.hse.gov.uk/risk/controlling-risks.htm>) as a simple guide. It recommends that risk assessments be recorded and reviewed. Generic forms are held on the 'G' Drive: [G:\School Admin\Trips & Risk Assessment](#), and relevant documents are under: 'Risk Assessment Forms', 'DAY TRIPS' and 'OVERNIGHT TRIPS'.

36. In accordance with the Government guidance summarised in Paragraph 2 above:

- a. Risk assessments are not required for an activity that "usually forms part of the school day, for example: taking pupils to a local venue which it frequently visits such as a swimming pool, park, or place of worship". The School policy for these is at Annex C.
- b. For trips that are made regularly then normally the only action required will be to review the standing risk assessment for that trip.
- c. For a new trip, or a one-off trip, a new risk assessment is to be carried out.

37. Risk assessment for educational visits have three levels:

- a. Generic activity risk assessments, which are likely to apply to the activity wherever and whenever it takes place.
- b. Visit/site specific risk assessments which will differ from place to place and group to group.
- c. Ongoing risk assessments that take account of, for example, illness of staff or pupils, changes of weather, availability of preferred activity.

38. The risk assessment should be reviewed after the trip to inform other visits.

39. **Visit/ Site Specific Risk Assessment.** These are usually undertaken by School for each venue and are amended as necessary for different groups. They are to be prepared or agreed by someone trained and competent to assess risks, normally the Trip Leader.

Visit and site-specific risk assessments should inform School based policies and procedures. Examples are:

- a. **Medical Needs of Pupils.** Control measures include ensuring the group leader is aware of the known health problems of the group; sufficient medication is provided; there are sufficient adults competent in dealing with the medical problems in the group and there are contingency measures in place for the group to be adequately supervised if an adult has to accompany a child to hospital.
- b. **Behaviour of Pupils.** Control measures include a code of rules and behaviour, agreed as far as practicable with pupils; rules for supervision (including model behaviour and example set by adults); and competence of supervisors to ensure disciplinary standards.
- c. **Weather etc.** Control measures include obtaining local intelligence of tides; potential for flooding or flash floods; likelihood of sudden weather changes in mountains; streams that can change from benign to torrents in a short time etc; planning the itinerary to take the possibility of change into account; suitable clothing; ensure pupils understand the risks and the reasons for the control measures and having a contingency plan pre-assessed in case plan A has become too hazardous.
- d. **Crossing Roads, Railways, Rivers Etc.** Control measures include local intelligence; information on where the controlled or otherwise less dangerous crossing places are; ensuring appropriate levels of supervision and that pupils are aware of, and comply with, rules.
- e. **Group Management Decisions.** Control measures include establishing meeting and collecting points; code of rules and behaviour agreements; cultural considerations such as dress codes, holy days; induction requirements for support staff etc.

40. **On-going Risk Assessments and Reassessments.** The Trip Leader, or another adult with responsibility, is to reassess risks while the visit is taking place. On-going risk assessments normally consist of judgements and decisions made as the need arises. Assessments should be informed by the generic and visit or site-specific risk assessments and take account of local expertise on e.g. tides, potential for flooding etc. They are not usually recorded until after the visit and should be reviewed to inform future planning. Examples of the need for ongoing risk assessment:

- a. **Changing Conditions.** Changing weather, tiredness or illness within the group, behaviour, issues with other groups at same venue etc. Control measures would often include deciding to change to the pre-assessed plan B or swapping activities on the itinerary so that the activity can be carried out on a different day.
- b. **Emergencies.** Control measures would include establishing the nature and extent of the emergency as quickly as possible; ensuring that all the group are safe and looked after; establishing whether anyone has been hurt and getting immediate medical attention for them; ensuring that all group members who need to know are aware of the incident and that all group members are following the emergency procedures; ensuring that if a teacher accompanies casualties to hospital, the rest of the group are adequately supervised at all times and kept together; and informing the emergency contact in the school.
- c. **Trip Leaders Always In Charge.** Trip leaders are to trust their own knowledge of the young people, use their own professional judgement and challenge an activity leader if they consider that the risk may become unacceptable eg by intervening to prompt a change of plan or even stopping an activity if it has become too hazardous.

### **OFF-SITE ACTIVITIES**

1. Off-site activities are those educational activities that take place outside School premises during working hours. They include cross-country running and research work for subjects like Art, Geography, History and as part of the Year 7 annual camp. Separate safety regulations apply for School visits and residential trips.
2. This procedure applies to all pupils in Years 7-11.
3. The following steps must be followed at all times:
  - a. Students must go off-site in groups of at least three.
  - b. The procedure to be followed in the event of an incident or accident occurring during the activity must be made known to all students and periodically reaffirmed by the teacher in charge;
  - c. Students are only to be sent on routes and to areas with which they are familiar.
  - d. Students and routes chosen are to be relatively near to School and in reasonably well populated areas.
  - e. The choice of area or course must be varied so that no set pattern is created.
  - f. For the duration of the off-site activity, there must be staff on the route or in the area.
4. If the “Schoolsafe” system (cascading information to all Salisbury schools) or an equivalent warning is activated, off-site activities are to be suspended immediately. The Police use the e-mail addresses of Salisbury’s schools to activate “Schoolsafe” when deemed necessary by them or a member school.
5. The City of Salisbury is an approved area for off-site activities. With the agreement of the Head, additional areas may be added to this list provided an appropriate risk assessment has been conducted

## **ASBESTOS MANAGEMENT PLAN**

### **GENERAL**

1. There is a statutory duty under the Control of Asbestos Regulations 2006 for asbestos to be managed so that the risks to staff and pupils are as low as is reasonably practicable.
2. This duty is fulfilled via this Plan.

### **THE DANGER**

3. Asbestos is made up of thin fibres which can break down into much smaller and thinner fibres. The smallest fibres cannot be seen with the naked eye but they can be breathed in. Asbestos fibres are only dangerous if they are made airborne and breathed in, but ALL types of asbestos fibres are potentially fatal if breathed in. The fibres that are breathed in can become stuck in the lungs and damage them which can cause scars that stop the lungs working properly (asbestosis) or can cause cancer. The main types of cancer caused by asbestos are cancer of the lung and cancer of the lining of the lung (mesothelioma). These diseases can take from 10 to 60 years to develop and there is no cure for any of them.

### **WHERE ASBESTOS IS FOUND**

4. Asbestos is most likely to be found in buildings built or refurbished before 2000. Many thousands of tonnes of asbestos products were used in buildings. Much of it is still there and these products cannot easily be identified from their appearance.
5. The most common uses of asbestos in buildings were:
  - a. Loose packing between floors and in partition walls.
  - b. Sprayed ('limpet') fire insulation on structural beams and girders.
  - c. Lagging, e.g. on pipework, boilers, calorifiers, heat exchangers, insulating jackets for cold water tanks, around ducts.
  - d. Asbestos insulation board, e.g. ceiling tiles, partition walls, soffits, service duct covers, fire breaks, heater cupboards, door panels, lift shaft linings, fire surrounds.
  - e. Asbestos cement, e.g. roof sheeting, wall cladding, walls and ceilings, bath panels, boiler and incinerator flues, fire surrounds, gutters, rainwater pipes, water tanks.
  - f. Other products, e.g. floor tiles, mastics, sealants, textured decorative coatings (such as artex), rope seals, gaskets (e.g. pipework), millboards, paper products, fire doors, cloth (e.g. fire blankets), bituminous products (roofing felt).

### **THE PLAN**

6. **Notification.** All staff are required to report immediately to the Head if they know or suspect that staff or pupils could or have come into contact with asbestos products that are damaged and therefore dangerous.
7. **Asbestos Register.** An annual asbestos check is to be commissioned from an appropriately qualified external contractor and the register updated.
8. **Six-Monthly Check.** In house checks are to be carried out of those areas identified by the contractor as requiring such 6 monthly checks.



9. **Training.** In house staff are to receive asbestos handling training before they may work with asbestos. At present, there is no member of staff appropriately qualified so no asbestos handling is to be conducted by in house staff. Contracts involving asbestos handling are not to be let to external contractors unless they state that their staff have received relevant training.

10. **External Contractors.** Before commencing any work, the asbestos register is to be brought to the attention of external contractors so that they are aware of any asbestos in the vicinity of their work. An appropriate risk assessment is to be carried out before any work is carried out that could involve asbestos.

11. **Action if Asbestos Contamination is Suspected.** If asbestos contamination is suspected the area is to be evacuated and isolated if possible. Thereafter, decontamination is to be by trained external or internal staff as appropriate.

## **HEALTHY EATING AND FOOD SAFETY**

1. Bishop Wordsworth's School is dedicated to providing an environment that promotes healthy eating and enabling students to make informed choices about the food they eat. This will be achieved by the whole school approach to food and nutrition documented in this whole school food policy. This policy covers all aspects of food and drink at school.
2. The nutritional principles of this Policy are based on current DfE standards for school food. Further, the School sources fresh meat and vegetables from local suppliers where it is cost effective to do so.
3. This Policy is co-ordinated by the Catering Manager.
4. **Aims.** The aims of the Policy are to:
  - Enable students to make healthy food choices.
  - Provide healthy food and drink choices throughout the school day.
  - Promote the learning of health eating outside of school.
  - Promote the health and well-being of students, staff and visitors to the School.
5. **Curriculum.** Cookery is taught to students in Year 8 as part of the Design & Technology Course and in Year 12 as part of enrichment. The importance of healthy eating and healthy life styles is also included in Science, PE and PSHE.
6. **Regulations and Standards.** Relevant government guidance, which the School follows, is here:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/788884/School-food-in-England-April2019-FINAL.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/788884/School-food-in-England-April2019-FINAL.pdf)

## **SERVICES**

7. **Breakfast.** The school operates a breakfast club as a take-away service for students before the school day. The menu includes porridge, fruit, bacon rolls and pastries.
8. **Vending Machines.** Students are able to buy tea, coffee and hot chocolate from our vending machine throughout the day.
9. **Break-Time Snacks** The school understands that snacks can be an important part of the diet of young people and can contribute positively towards a balanced diet. The school discourages the consumption of snacks high in fat and sugar at break-time. Hot food served at morning break consists of home-baked pizza slices and school-compliant sausage rolls. A selection of baked goods and drinks is also available.
10. **Lunch** Food prepared by the school catering team meets the National Nutritional Standards for School Lunches. We encourage students to have a school lunch provided by our catering service and free school meals are provided to all those that are eligible. Healthy options are promoted at lunchtime and there is always a choice of dishes and a fresh vegetarian or vegan option. We encourage students to select vegetables and fresh fruit with their meal.
11. **Shacks.** A service offering sandwiches, paninis, snacks, fruit and drinks is served at various locations ("shacks") around the school site.

12. **Drinks.** The School complies with the National Nutritional Standards for Healthy School Lunches, which recommend that drinking water should be available to all students without charge. Students are expected to have a water bottle which can be refilled at any time and a selection of school compliant drinks is available for purchase throughout the day.

13. **Rewards and Special Occasions.** The school does not encourage the regular eating of sweets or other foods high in sugar or fat. Pizza lunches are sometimes offered as reward for achievement. Other methods of positive reinforcement are used in school, explained in the Behaviour Policy.

## **FOOD SAFETY**

14. All catering staff have Level 2 or Level 3 food hygiene certification. Appropriate food safety precautions are taken when food is prepared or stored. These vary depending on the food on offer and include:

- Storage and washing facilities.
- Food safety and hygiene training.
- Suitable equipment and protective clothing.
- Identification and control of food safety hazards.
- Cascade of information to everyone who is involved with food-related activities in school.
- Food safety information displays.
- Monitoring by the Environmental Health Officer.

15. Students are encouraged to inform the School of specific health or dietary issues, such as celiac, so that appropriate choices can be offered.

16. The school site is a “no nuts” site. This includes not only the food that is offered by the catering department but all staff and students are prohibited from bringing products containing nuts, even for their own consumption, onto the site.

17. The weekly menus are displayed in the Dining Hall and are posted to the website during the previous week. Allergens are shown next to the menu items and all home-produced food is clearly labelled with allergen information.

## **WORKING AT HEIGHT**

1. The Work at Height Regulations 2005 apply to all work at height where there is a risk of a fall liable to cause personal injury. They place duties on the School which controls its own staff working at height or contracts others to work at height to the extent that the School controls the work. Falling from a height is one of the most common causes of serious injury and it is an absolute requirement for the School to provide appropriate means of access.

2. **Principles.** Each task is to be assessed on its own merits though some general principles are to be applied:

- a. Avoid working at height where possible.
- b. Use work equipment or other measures to prevent falls where work at height cannot be avoided.
- c. Where risk of fall cannot be eliminated, use work equipment or other measures to minimise the distance and consequences of a fall should one occur.
- d. Ensure that work at height is properly planned and organised.
- e. Take account of weather conditions.
- f. Ensure those involved are trained and/or competent.
- g. Ensure the surrounding area is safe.
- h. Inspect equipment before use.
- i. Control risk from fragile surfaces.
- j. Control risks from falling objects.
- k. Plan for emergencies and rescue.

2. **Roofs.**

- a. As a general rule, access to roofs is to be avoided.
- b. No students and only staff and contractors who have been authorised by the Bursar are allowed on to any roof, into any roof space or otherwise to be at roof height.
- c. Proposed access is to be subject to a risk assessment and a system of work approved by a competent person. This is to include access, fall protection, fall arrest information and the movement and storage of tools, equipment and materials.
- d. Suitable footwear and any other relevant protective clothing is to be worn.
- e. The length of time spent on a roof is to be minimised.
- f. Access to any single storey flat roof is by means of a suitable access device. In most cases this will be a ladder although tower scaffolds or hydraulic man-lifts may occasionally be used.
- g. Permanent fixing points to which ladders can be tied are to be provided where access is regularly and frequently required.
- h. Permanent edge protection is to be provided where roof work is regularly and frequently undertaken.

- i. The asbestos register is to be consulted.
  - j. Adequate lighting is to be available.
  - k. As a general rule, ladders should not be used as a working platform and only when both feet and one hand can be securely on the ladder at any particular moment.
3. **Access Equipment.** Appropriate means for working at height (roof or otherwise) can be a kick-stool, stepladder, ladder, trestle or tower scaffold. Chairs, tables, boxes, shelving and any other non-load bearing object are not appropriate means and must not be used. Guidelines for use:
- a. Ladders.
    - Check the condition of the ladder before use.
    - Ensure the ladder is of sufficient length. The ladder must extend at least 1.05m above the landing place or the highest rung to be used.
    - Secure the ladder by tying it to the structure and use an anti-slip device at the base of the ladder. If this is not possible, have a second person foot the ladder but be aware that this is only effective up to a height of 5m.
    - No more than one person on the ladder at a time.
    - Use on a level and firm base.
    - Incline the ladder at an approximate 75° angle.
    - Face the ladder at all times and keep weight centred between the stiles.
    - There should be three points of body contact with the ladder at all times.
    - Do not overstretch – get down and move the ladder.
    - Beware of using ladders in high winds or in close proximity to power cables, particularly if made of metal.
  - b. Stepladders.
    - Check the condition of the stepladder before use.
    - Ensure legs are fully apart and locked in position.
    - Use on a level and firm base.
    - No more than one person on the stepladder at a time.
    - Never stand or sit on the top rung and only go as high as you need.
    - Use the handrail for support.
    - Keep your weight over the centre of the stepladder.
    - Do not hang things off the stepladder.
    - Do not overstretch – get down and move the ladder.
    - Do not straddle the stepladder.

- Use stepladders 'face-on' and not 'side-on' to the job.
- c. Kickstools.
- Check rubber grip mat is in place on the top of the kickstool.
  - Check wing nuts are tight underneath.
  - Do not overstretch – use a stepladder.
- d. Trestles.
- Check the condition of the trestle before use.
  - Ensure it can bear the weight of the planned use.
  - Use a level and firm base.
  - Do not store equipment or materials on the platform.
  - Access the trestle by a ladder or stepladder.
- e. Scaffold Towers.
- Scaffold towers are to be assembled and used by trained and/or competent persons.
- f. Inspections.
- Access equipment is to be inspected by a competent person before use and details of the check to be entered in the Site Manager's register.

## **ELECTRICAL SAFETY**

### **Maintenance of Fixed Wiring and Apparatus**

1. The Site Manager is responsible for the maintenance of fixed wiring and apparatus in conjunction with a 5-yearly inspection and risk assessment conducted by an approved contractor.
2. All staff are to proactively support the Site Team in this task by periodically checking their work environments for signs of damage to sockets, switches and equipment and to report any concerns.
3. In the event of potentially unsafe wiring or apparatus being noted, the Site Manager is to take immediate steps to isolate the problem until it can be repaired by an appropriately qualified individual.

### **Maintenance of Portable Equipment**

4. The School operates an inspection regime in proportion to the likelihood of portable equipment becoming damaged or developing a fault. It has three tiers:
  - a. User checks.
  - b. Competent person checks (CPC).
  - c. Formal portable appliance test (PAT).

In the event of potentially equipment being noted, the Site Manager is to take immediate steps to isolate the problem until it can be repaired by an appropriately qualified individual.

5. **User Checks.** User checks should be carried out before electrical equipment is used ideally, with the equipment disconnected, looking for:
  - Damage to the cable including fraying, cuts or heavy scuffing.
  - Cables trapped under furniture, under carpets or in the hinges of floor boxes.
  - Damage to the plug, e.g. cracked or chipped casing or bent pins;
  - Tape applied to the cable which may hide defects or joints.
  - Coloured wires visible where the lead joins the plug indicating the cable is not being gripped securely where it enters the plug.
  - Signs of overheating, such as burn marks or staining on the plug, cable or piece of equipment;
  - Damage to the outer cover of the equipment itself, including loose parts or screws.
  - Equipment that has been used or stored in unsuitable conditions, such as wet or dusty environments.
6. **CPC.** The competent person is to consider whether:
  - The electrical equipment is being used in accordance with the manufacturer's instructions;
  - The equipment is suitable for the job.

- The user has reported any issues.
- There are no signs of internal damage, overheating or water damage to the plug.
- A proper fuse of the correct rating for the appliance in use.
- The wires including the earth, where fitted, are attached to the correct terminal.
- The terminal screws are tight.
- The cord grip is holding the sheath of the cable tightly.
- No bare wire is visible other than at the terminals.

Competent person checks are to be recorded.

7. **PAT.** PAT is to be conducted by an appropriately trained and competent person, the equipment so tested is to be labelled and the test date recorded.
8. **Frequency.** The Site Manager is to hold an inventory of electrical equipment and is to administer an inspection regime as follows:

<b>Equipment</b>	<b>User</b>	<b>CPC</b>	<b>PAT</b>
Battery-operated equipment and low voltage equipment e.g. telephones	No	No	No
Desktop computer equipment	No	Triennial	No
Photocopiers and printers	No	Triennial	No
Appliances (e.g. fridges, ovens)	No	Triennial	No
Office equipment, not hand-held (e.g. fans, desk-lamps)	No	Triennial	Biennial
Specialist equipment and tools (Site Team, DT Science, kitchen, cleaners)	Yes	Annual	Biennial
Battery chargers	Yes	Annual	Biennial

9. **Competent Persons.** The following are designated as competent persons within the meaning of this Annex:
  - DT – DT Technician.
  - Science – Science Technicians.
  - ICT Equipment – ICT Staff.
  - All others – Site Team.
10. **Hirings.** External users or hirers of any of the School's premises are to either have their electrical equipment tested or are to use a suitable protective device such as a circuit breaker or residual current device.



### **DISPLAY SCREEN EQUIPMENT**

1. This guidance aims to prevent the onset of any of the health effects associated with working for long periods, or working repetitively, in a poor posture and is primarily aimed at employees. There is no requirement to ensure equipment used by students meets legislative standards although the School encourages good working practices for all. This advice is thus aimed at those employees involved in display screen equipment (DSE) work that feature long periods sat in a fixed posture and those liable to be making extensive repetitive wrist, hand or finger movements. All staff less the caterers, Site Team, Art Technicians and Science Technicians are designated as “DSE Users”.

#### **DSE workstation self-assessments**

2. DSE Users are to conduct a workstation self-assessment on the following occasions:
  - a. On starting employment.
  - b. When a new workstation is set up.
  - c. When an existing workstation is modified.
  - d. When occupying a new location.
  - e. For expectant mothers.
  - f. For working at home.
  - g. When a concern has been raised
3. The workstation includes the screen, keyboard, other parts of the computer and its accessories (such as the mouse or other input devices), the desk, chair and the immediate work environment. Mobile devices such as laptops, tablets, mobile phones and other portable equipment are also within scope but not interactive whiteboards. A workstation self-assessment template is at the Annex.
4. DSE Users are to resolve any issues themselves where possible; others are to be discussed with the DSE User’s line manager for a solution to be found. In extreme circumstances, occupational health referrals may be required. The self-assessment form and a record of any corrective action taken are to be retained by the DSE User.

#### **Good Working Practices**

5. DSE Users are encouraged to:
  - a. Take a ‘micro-break’ and move every 20 minutes; this can just be stand up, have a ‘wiggle’ and a stretch for 20 seconds.
  - b. Take a longer break away from the desk every 40 minutes, this should be between 3 and 5 minutes to make a cup of tea, trip to the toilet, printer, meeting with a colleague etc.
  - c. Keep workstations free from clutter to allow space to move and stretch.

- d. Avoid using mobile devices (laptop, tablets, mobile phones etc) for prolonged periods of time and particularly where a good posture is not possible.

### **Financial Contribution for Eyesight Tests & Corrective Lenses**

- 6. DSE Users are entitled to a financial contribution from the School towards the cost of a regular eyesight test and, if necessary, corrective lenses at the cost of a basic pair of spectacles if it can be reasonably demonstrated that the individual would not otherwise have bought the item. Claims are to be processed on expense reclaim through the Finance Office.

Appendix:

Workstation Self-Assessment

**WORKSTATION SELF-ASSESSMENT**

Name
Workstation location
Date

<b>Chair</b>
Does the chair have: adjustment for seat height? adjustment for backrest height? adjustment for backrest angle? adjustment for seat pan forward and back? Can the chair swivel and move freely? Is the chair adjusted correctly? Forearms horizontal and just above surface of desk? Small of the back supported? Feet flat on floor or on footrest?
<b>Desk</b>
Is there adequate leg room to allow a range of comfortable positions to be adopted? Is the work surface large enough to allow free positioning of any equipment, paperwork etc? Can the user comfortably reach all the equipment and papers they need to use? Is there adequate space in front of the keyboard to rest wrists?
<b>Screen</b>
Does the screen have adjustments for contrast and brightness? Are the characters clear and readable? Is the text size comfortable to read? Is the image stable (free of flicker)? Does the screen tilt and swivel? Is the screen placed at an appropriate viewing distance? Is the screen placed at an appropriate height? Is the screen free from glare and reflections?

<b>Mouse</b>
Is the device suitable for the tasks? Is the device positioned close to the user?
<b>Keyboard</b>
Is there support for user's wrists and forearms? Is the keyboard separate from the screen? Does the keyboard tilt? Is it possible to find a comfortable keying position?
<b>Work Organisation</b>
Are there other tasks to break up DSE work? Are there any breaks away from DSE work?

### **LEGIONELLA RISK MANAGEMENT**

1. Legionella bacteria are common and found naturally in rivers, lakes and reservoirs. As a result, low levels of legionella bacteria will enter schools' water systems through the mains water supply. In most instances, the bacteria pass uneventfully through the system as water is used for washing, cooking and flushing before being drained away. In certain circumstances, the bacteria can proliferate within a water system to levels that might present a health risk if they were subsequently inhaled as water aerosol - as is created, for example, by a shower. Inhaling legionella bacteria in this form can lead to an uncommon illness called Legionnaires' Disease that when diagnosed can usually be treated effectively with antibiotics but in some cases, can be more serious. It is important to understand that inhalation of water aerosol is the only significant means by which a health risk associated with legionella is presented. Drinking, washing, food preparation and toilets are not significant sources of risk associated with legionella bacteria. The risk of health issues related to legionella bacteria within the School is therefore low and management action taken is to be proportionate to that risk. However, the School must act to reduce the likelihood of legionella bacteria proliferation and to fulfil statutory obligations.
2. **Control Strategy – Principles.** The Site Manager is responsible for the management of legionella risk in conjunction with risk assessments conducted by an approved contractor and for overseeing this control strategy. He may be assisted in this by the cleaning contractors who will conduct the flushings as detailed below. The principles are:
  - Temperature – the bacteria can grow only within the range 20°C to 45°C.
  - Nutrients – the bacteria need nutrients found in sludge and scale.
  - Time.
3. **Water temperature.** Legionella bacteria cannot survive below 6°C or above 60°C so maintenance of the hot water systems is to ensure that water temperatures remain high enough to restrict growth. Measurements should be taken to ensure that water at the furthest point of the system is retaining that level of temperature. To reduce the risk of scalding, thermostatic mixer valves are to be installed in order that the water is delivered at the required temperature of not more than 43°C.
4. **Nutrients.** Avoiding water stagnation will prevent the growth of biofilm and keeping the system clean will avoid the build-up of sediments which will encourage bacteria proliferation. Having the right size water tanks will prevent excessive water from being held in the system and inlet and outlet pipes at opposite ends of tanks will create a more efficient through-flow of water. The removal of dead-legs and other redundant parts of the water system will avoid having pockets of water permanently in the system. Covering water tanks with a lid will also help prevent the growth of biofilm.

5. **Time.** In normal circumstances water will flow through the School's system steadily as taps are run and toilets are flushed. A regime of flushing is to cover evenings, weekends and holiday periods.
  - a. **Showers.** When showers are not in regular use, weekly flushing is to be undertaken to release water held in the pipework, allowing time for the maximum water temperature to be achieved. To control any risk to the person undertaking this task, a plastic bag is to be placed over the shower head with a corner cut off to allow water to escape or the showerhead can be removed or the shower hose can be placed directly over the drain outlet. Showerheads and hoses are to be dismantled, cleaned, disinfected and de-scaled every three months. Records of showerhead flushing and cleaning are to be kept.
  - b. **Taps.** Taps are less likely than showers to generate aerosols, but it remains good practice to run taps that are not used regularly so that water is not left in pipes for long periods. Taps identified as low usage by the risk assessment should be run for a short period every week to release water held in the pipework. A record of this flushing is to be kept.
  - c. **Hoses.** Hoses are to be run for a short while either without the head on or directly down a drain or into the ground.
6. **Action in the Event of a Positive Test.** The School's contractor will inform the School of any positive test for Legionella bacteria in any water samples. The sources of aerosols are to be immediately isolated. The School is to take advice from the contractor on any necessary corrective treatment that should take place and the timescales for bringing the contaminated source back into normal use. Provided the School can continue to operate without using the isolated facilities, there is to be no closure. The Leadership Team is to consider informing parents in order to avoid rumour or misrepresentation. In the unlikely event of very high levels being discovered and on advice from the contractor, the School is to notify Public Health England.

## **MANUAL HANDLING**

1. Bishop Wordsworth's School will endeavour to avoid situations where its employees are required to carry out manual handling operations which are hazardous. Consideration will be made as to whether the load needs to be moved at all and, if it does, whether the movement of the load should be mechanised.
2. **Risk Assessments.**
  - a. All staff at the School are likely at some time or other to be faced with a manual handling problem. Heads of Department are to ensure that a member of their staff is responsible for carrying out a risk assessment.
  - b. It is not necessary to record all risk assessments, except where the assessment could not easily be repeated. In such cases the significant findings should be recorded.
  - c. Risk must be reduced to the lowest level reasonably practicable. That means reducing the risk until the cost of any further precautions in time, trouble or money would be far too great in proportion to the benefit.
  - d. Factors to be considered are:
    - (1) Provision of training to necessary employees.
    - (2) The working environment.
    - (3) The shape, size and weight of the load.
    - (4) The way in which the task is carried out (e.g. the handler's posture).
    - (5) The handler's capacity.
  - e. Examples of possible mitigations (not exhaustive) are:
    - (1) The provision of mechanical handling aids such as trolleys.
    - (2) Breaking down the load.
    - (3) Arranging for two or more people to carry out the task.
    - (4) Nominating particular individuals to carry out the task.
3. **Injuries.** Back problems are often caused by the strain of lifting, carrying or reaching for objects, and by lack of training. The HSE reports that 34% of all injuries involving more than 3 days off work arise from manual handling: the transporting or supporting of loads by hand or body force. Many manual handling injuries build up over a period rather than being caused by a single handling incident. All staff can minimise potential risk to themselves and students by keeping the following guidelines:
  - a. The use of lifting devices where possible.
  - b. Storing heavy objects or large items at waist level so that they can be lifted on and off a shelf without straining.
  - c. Using steps if needed to reach a high shelf.

- d. Checking that the path is clear and that the line of vision is not obstructed.
  - e. The use of students in lifting activities is to be minimised and, when necessary, is to be adequately supervised and to be well within the scope of the students' capacity.
  - f. If in doubt the Site Team is to be asked for assistance.
4. **Basic Rules for Safe Manual Handling.** Before a member of staff handles large, heavy or awkward objects they are to ask consider the following:
- a. Does it need to be lifted manually or are mechanical aids available?
  - b. Where is the centre of gravity?
  - c. Can it be managed alone?
  - d. How best to use the strong muscles and bones of the legs, not the complex and vulnerable ones of the back.
  - e. How best to grip the load and to sustain it for the duration of the lift.
  - f. Should gloves be used to improve the grip and protect the hands from sharp edges?
  - g. What is the route? Is it clear of obstacles and not slippery? Will the load impede the forward view?
5. **Lifting Technique.** Note is to be taken of the following technique, which will minimise the risk of injury:
- a. Tuck chin in – this keeps back as straight as possible and therefore less vulnerable.
  - b. Feet as close to load as possible, about a hip width apart, one foot slightly in front.
  - c. Bend the knees and crouch down.
  - d. Take a full grip, using palms, not fingertips.
  - e. With elbows tucked in, straighten the legs, lifting smoothly.
  - f. Carry the load forward at waist height.
  - g. Change direction by turning on the feet, not by twisting the trunk.
  - h. Put the load down in the same careful way and continue to be careful when straightening up afterwards.

If in doubt, get help.



### **GAS SAFETY**

1. **Annual Maintenance.** No member of school staff is to perform any work on the gas systems or equipment. The Site Manager is responsible for arranging the annual maintenance of gas boilers, heaters and kitchen equipment by a Gas Safe Registered Engineer as defined by the Health and Safety Executive and for retaining a record of such.
2. **Competent Person Checks (CPC).** For the purposes of this procedures, the Site Team are designated as competent persons. The Site Manager is to arrange for the following to be conducted by a competent person and to maintain appropriate records:
  - a. Termly test of shut-off valves.
  - b. Termly check that gas shut off points are clearly labelled.
  - c. Gas supply to be isolated during school closure periods.
  - d. Annual check that the gas emergency telephone number is clearly shown at Reception.
  - e. Termly inspection of air inlets, flues and chimneys to ensure sufficient ventilation.
  - f. Pipe work carrying mains gas to be inspected once every three years. Schematic pipe work distribution drawings are to be prepared and updated as part of this inspection.
  - g. Annual visual inspection of liquified petroleum gas (LPG) containers and their surroundings.
3. **Science Block.** The Director of Science is to arrange for the gas supply to the science laboratories to be switched off at the end of each day
4. **LPG.**
  - a. LPG containers are stored at the following locations:
    - (1) Outside Site Manager's workshop.
    - (2) Outside DT block.
  - b. The following precautions are to be observed:
    - (1) They are to be kept clear of rubbish and vegetation.
    - (2) The cages are to checked for visual signs of damage or wear and tear.
    - (3) The pipework is to be checked for visual signs of deterioration.
    - (4) Modifications to the installation are to be performed by qualified contractors only.
5. **Gas Emergencies.** In the event of a suspected gas leak the following procedure is to be followed:
  - a. Call 24-hour National Grid gas emergency service on 0800 111 999.

- b. Evacuate the buildings and move students and majority of staff to a distance of at least 250 metres away.
- c. Prevent access to the site and await the emergency National Grid gas engineer.
- d. If safe to do so:
  - Extinguish out naked flames.
  - Open doors and windows.
  - Turn off the gas supply.
  - DO NOT turn electrical switches on or off.
- e. If the wider public safety is at risk contact the police on 999.
- f. Do not turn the gas back on until the leak has been dealt with by a competent person.
- g. Do not use any appliance that is suspect or known to be unsafe.