HEALTH & SAFETY POLICY: APPENDICES

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APPENDIX 1: RISK ASSESSMENT

Health and Safety legislation requires every employer to adequately assess the risks to the health and safety of his/her employees to which they are exposed whilst they are at work. The risks to the health and safety of persons not in his/her employment arising out of or in connection with any work activity must also be assessed. These assessments should also identify and record any group of employees particularly at risk; and be formally recorded.

**What is a Risk Assessment?**
A risk assessment is a careful examination of how people may be harmed from a particular activity or situation. The assessment will help you to identify the likelihood of harm and whether you can reduce the risk to a reasonable level, through the introduction of control measures.

**Hazard:** A hazard is defined as something with the potential to cause harm.

**Risk:** A risk is the likelihood of potential harm from the hazard being realised. This is usually evaluated by considering the likelihood of the harm occurring and the potential severity of the harm.

**Generic Risk Assessments**
Generic risk assessments have been produced to assist establishments with risk assessment, and provide a basis for individual sites to consider their specific circumstances. Some assessments may not be relevant to your establishment, others may need customising to suit your specific location and/or work activity and others may not need changing at all.

The forms are only partially completed and will need to be adapted by a competent person from the establishment, who can complete the rest of the form having considered the generic hazards, risks and control measures listed on the form and add any site specific items identified.

The assessments require the risk to be evaluated before and after the suggested controls are in place. This will help identify the urgency of control measures and whether, following the introduction of controls, the risk can be reduced sufficiently. The following matrix may help to determine your risk rating.

**Risk Matrix:**

<table>
<thead>
<tr>
<th>Impact/Severity</th>
<th>Low</th>
<th>Med</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>High / Extremely harmful (e.g. major fractures, amputations, fatality, life shortening illnesses)</td>
<td></td>
<td></td>
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<tr>
<td>Med / Harmful (e.g. sprains, minor fractures, ill health leading to disability)</td>
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<tr>
<td>Low / Slightly harmful (e.g. superficial injury or temporary discomfort or distress)</td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Likelihood</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
</tr>
<tr>
<td>Med</td>
</tr>
<tr>
<td>High</td>
</tr>
</tbody>
</table>

It is unlikely that all risks can be reduced to low levels. Table 1 will help you to determine action that needs to be taken.
Table 1:

<table>
<thead>
<tr>
<th>Risk Rating</th>
<th>Action required</th>
<th>Initial risk rating</th>
<th>Residual risk rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>High (H)</td>
<td>May only take place if good control measures can be implemented.</td>
<td>Must not take place without at first seeking further advice. You will need to identify further controls to reduce the risk rating.</td>
<td></td>
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<tr>
<td>Medium (M)</td>
<td>If it is not possible to lower risk further, you will need to consider the risk against the benefit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low (L)</td>
<td>No further action required.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The completed generic assessments will need to be signed off by the person completing the assessment and the establishment manager. They will then need to be reviewed and if necessary updated, at least annually. A review will be required sooner if an incident or accident occurs, or there are significant changes to the premises, staff or procedures.

Further Guidance

If you require any further assistance with completing these generic risk assessments contact the Health and Safety Team at Solihull MBC on 0121 704 8205 or 0121 704 8399 or email: safety@solihull.gov.uk

For guidance on carrying out risk assessments for curriculum activities please check the information available from the following sources: Staff U drive/ Health & Safety/ Risk assessment guidance and exemplar, Curriculum Leader, HoE H & S Policy Document.
## GENERIC RISK ASSESSMENT

**Activity or location being assessed**

### Establishment:

**Assessment by:**
Who carried out this assessment

**Date:**

### Review Date:
Record proposed date of review

**Approved by:**
e.g. Manager, Technical Adviser

**Date:**

<table>
<thead>
<tr>
<th>Hazard / Risk</th>
<th>Who is at Risk?</th>
<th>Initial Risk Rating</th>
<th>Normal Control Measures (Brief description and/or reference to source of information).</th>
<th>Are Control Measures Y/N/NA</th>
<th>Additional Control Measures (to take account of local/individual circumstances).</th>
<th>Residual Risk Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider the generic hazards and risks listed in this column. Add any site-specific hazards you have identified.</td>
<td>Students, staff, the public etc. Consider those with special needs.</td>
<td>Before controls are applied. Use the risk matrix to help you rate the risk</td>
<td>Consider the control measures listed here. If you identify any other control measure you have on your site, add them to the list.</td>
<td>Are the control measures in place? Are they adequate?</td>
<td>Record additional controls you have identified and the date they were implemented. Ensure that you address anything highlighted under normal controls as needing action.</td>
<td>With all controls in place. Use the risk matrix to help you rate the risk. Look at Table 1 to see if further action is required.</td>
</tr>
</tbody>
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### REVIEWS:

**DATE OF REVIEW:**
Record actual date of review

**REVIEWED BY:**
Who carried out the review?

**COMMENTS:**
Record any comments reviewer wishes to make. Including recommendations for future reviews.

**DATE OF REVIEW:**

**REVIEWED BY:**

**COMMENTS:**
**Section 1**

<table>
<thead>
<tr>
<th>Hazards</th>
<th>Persons at Risk</th>
<th>Risk Description / Hazardous Event</th>
<th>Likelihood</th>
<th>Impact / Severity</th>
<th>Risk Level</th>
<th>Preventative &amp; Protective Measures; (IP) = measures in place; (TP) = measures to be put in place / date of completion.</th>
<th>Likelihood</th>
<th>Impact / Severity</th>
<th>Risk Level</th>
<th>Owner</th>
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**RISK ASSESSMENT ACTION PLAN**

<table>
<thead>
<tr>
<th>Risk Section number</th>
<th>Further actions / Control measures (as identified from the risk assessment)</th>
<th>Responsible Person/s</th>
<th>Target Completion Date</th>
<th>Managers Comments</th>
<th>Completion Date</th>
<th>Managers Signature</th>
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ASSESSED BY (PRINT) SIGNED DATE ASSESSED

MANAGER / PRINCIPAL (PRINT) SIGNED DATE
APPENDIX 2: EMERGENCY EVACUATION PROCEDURES

In any emergency, where there is a risk within the main school building, **safe and quick evacuation is the primary concern.** The signal for emergency evacuation is the fire alarm sounding. It is the duty of ANYONE discovering a fire, potential bomb, etc. to operate the nearest alarm point. In the case of a bomb threat received by the School Office the receptionist should immediately inform a member of the Leadership Team who will take responsibility for dialling 999 for the police. The receptionist will also advise the Site Manager by walkie-talkie or mobile phone.

In the event of the fire alarm sounding, the school’s evacuation procedure will commence.

- The Office Manager is responsible for ensuring that the registers and a set of current AT group lists, visitor lists etc are taken out of the building.
- Persons in charge of classes will order silence, close windows and marshal the class in an orderly manner to the assembly point by the exit route away from fire etc.
- Students line up in Achievement Group order, in straight rows, on the yard.
- Achievement Tutors should stand at the front of their forms and all staff without forms (including all non-teaching staff) should stand behind the forms.
- Non-teaching staff, canteen staff, etc. will immediately make their way to their assembly points (after making equipment safe).
- A map of the Fire Drill Assembly Points can be found in Appendix 18.

A record of all students and visitors with mobility difficulties is held by the school office. In the event that a fire alarm sounds, the School Office will bring a copy of the list together with a copy of student timetables and a separate register is taken at the assembly point. Staff teaching students with mobility difficulties should take responsibility for their welfare following a fire alarm and escort them safely to the assembly point. Note: Lifts should not be used during an evacuation and appropriate risk assessments should be carried out by staff giving due consideration to the evacuation of students with mobility difficulties.

As soon as classes and groups are assembled, each Achievement Tutor will take a roll call and report to the Division Co-ordinator if anyone is missing.

No person must leave the assembly point until permission has been given either by the Principal, Fire Officer, and Police Officer etc as relevant. If on site, the most senior Fire Officer is the person in charge.

As soon as the alarm is sounded the Senior Fire Wardens will check the alarm panel, identify source of alarm and investigate fire risk. Fire Wardens will assess the situation, tackle small fires if trained to do so and contact the fire brigade as required. The Senior Warden will then report to the Principal and Health & Safety Officer at the assembly point. Upon the sounding of an alarm a second Fire Warden will also unlock security gates. In the event that a second warden is not present a member of the School Office staff will open the locked gates.

If any of the above is not available a nominated deputy will take his/her place.

Test emergency evacuation procedures should be held at least once a term and a record kept. All fire equipment should be tested annually.

There are specific procedures for public examinations. Emergency evacuation procedures on school trips must follow the relevant guidelines.
APPENDIX 3: FIRE PREVENTION AND TESTING OF EQUIPMENT

The arrangements for fire prevention inspections and testing of equipment etc are given below.

TESTING OF THE FIRE ALARM

The fire alarm will be tested weekly (using a different call-point each time), normally on a Monday morning by the Site Manager.

Defects on the system must be reported immediately to Monument Fire Alarm Systems with whom we have a service package.

INSPECTION OF FIRE FIGHTING EQUIPMENT

The Local Authority’s contractor undertakes an annual maintenance service of all extinguishers in Local Authority establishments.

The Site Manager will check that this has been done.

Defective equipment or extinguishers that need recharging should be reported direct to Kiddie Fire Protection as part of our existing service package.

Test records are located in the Site Manager’s office.

ANNUAL FIRE RISK ASSESSMENT

An annual fire risk assessment is carried out by the SMBC Health & Safety Officer, as part of our service package.
APPENDIX 4: PROCEDURES FOR FIRST AID AND THE ADMINISTRATION OF MEDICINES

A. FIRST AID

1. An up-to-date list of staff with First Aid qualifications is displayed in the medical room.

2. Emergency addresses and telephone numbers are all on SIMS. Where pupils have specific Care Plans brief details are retained on SIMS, in addition, full written details are retained in the School Office and details are shared on the School network and lodged with Tutors. In relation to specific Food allergies, written details are also issued to Food Technology Staff. Where a Care Plan requires the PE Department is also informed and provided with full written details. Front copies of all Care Plans are also prominently displayed in the Staff Room.

3. First aid boxes are kept, and properly maintained by the main First Aider (Mel Gallagher), in the medical room, the PE Department, Science, Technology, Art and Food Technology areas, and the school mini-buses. Curriculum Leaders have responsibility for ensuring that all first aid kits are adequately stocked.

4. A separate log is completed for any head injuries and parents are always informed.

5. If an accident occurs during school hours, parents/carers are informed by the school first aider; if out of school hours, by the member of staff supervising the pupil.

6. All treated accident cases are recorded and details of serious accidents are held on line in the medical room and an additional paper based log is kept in the event of any head injury.

7. Travelling first aid kits, supplied by the main First Aider, will be taken on journeys out of school. In cases of accident, teachers act ‘in loco parentis’ and inform the parents/carers concerned and the Senior Leadership Team contacted as soon as possible.

8. A list of students with disabilities, medical conditions and allergies which require special attention in cases of accident or emergency is kept by the main First Aider, on the SIMS database and written details issued as outlined in section 2 above.

8. HIV / AIDS and First Aid Treatment: Detailed guidance has been issued separately by the Authority on how to deal with staff and students/students who may have AIDS/HIV. It may be helpful, nonetheless, to repeat elements of such guidance, in the context of first aid treatment.

In any situation requiring first-aid, certain precautions always need to be taken to reduce the risk of transmitting other infections, including hepatitis. These standard precautions will be equally effective against the HIV/AIDS virus. For example, First-Aiders should always cover any exposed cuts or abrasions they may have with a waterproof dressing before treating a casualty, whether or not any infection is suspected. They should wash their hands both before and after applying dressings.

Whenever blood or other body fluids have to be mopped up, disposable plastic gloves and an apron will always be worn and paper towels used; these items will then be placed in plastic bags and safely disposed of, preferably by burning. Clothing may be cleaned in an ordinary washing machine using its hot cycle. The HIV/AIDS virus is killed by household bleach and the area in which any spills have occurred must be disinfected using one part of bleach diluted with ten parts of water; caution must be exercised as bleach is corrosive and can be harmful to the skin.

If direct contact with another person’s blood or other body fluids occurs, the area must be washed as
soon as possible with ordinary soap and water. Clean cold tap water must be used if the lips, mouth, tongue, eyes or broken skin are affected and medical advice sought. Particular care must be taken when treating sporting injuries and the "bucket and sponge" method of treatment must not be used. First-Aiders who may be called upon to give mouth-to-mouth resuscitation must be aware that mouthpieces are available for use when carrying out this procedure, but they must only be used by properly trained persons.

B. ADMINISTRATION OF MEDICINES/TREATMENTS

Medication is issued to students by the main First Aider, only with the express knowledge and consent of a parent/carer. Such medication is stored in the Medical Room until required. A register is kept of the medication dispensed.

The following arrangements are made for those students who self-administer medication:

- Asthma sufferers keep an inhaler with them at all times for use when necessary. A spare inhaler for each pupil is kept in the medical room.
- Epi-pens are carried by the students as necessary. A spare Epi-pen for each pupil is kept in the Medical Room.
- Facilities are made available in the Medical Room for diabetics to self-administer the appropriate medication in private.
- Parents are responsible for checking that the expiry date of inhalers and Epi-pens held in school and sending in replacements as necessary. However, the main first aider carries out termly checks and sends reminders to all parents as necessary.
- A defibrillator is on site and will be operational once the necessary training is completed.
APPENDIX 5: REPORTING PROCEDURES

Employees must report all accidents, incidents, dangerous occurrences, violence incidents, verbal abuse and near misses in accordance with the Local Authority Accident Reporting Procedure.

All accidents, dangerous occurrences, violent incidents and near misses must be reported internally and on the standard Local Authority Accident Report Form. This form is available on the staff U: Drive and from the local authority extranet. See Appendix 15:

Near misses must also be reported. These are incidents that occur but where no injury or damage is sustained but could, potentially, have been serious incidents. Remedial action taken promptly after a near miss can prevent a serious accident occurring later.

The Principal must countersign the report form before the original copy is sent to the Local Authority. A copy should be kept at the school and either centrally filed or held on the personal file of a staff member or student. NB Faulty systems of work, plant, equipment, fittings etc, must be reported and attended to as soon as possible.

The Principal must investigate accidents and take remedial steps to avoid similar instances recurring. Faulty equipment etc. must be taken out of use when necessary and will be clearly labelled to that effect.

All deaths and major injuries must be reported immediately to the Health and Safety Executive (HSE) online at their web site or by telephone on 0845 3009923.

All incidents can be reported online but a telephone service remains for reporting fatal and major injuries only - call the Incident Contact Centre on 0845 300 9923 (opening hours Monday to Friday 8.30 am to 5.00 pm): source HSE Website Jan 2013

Minor incidents and near misses should be reported using the School’s online reporting system and will be subject to termly reviews by the Health & Safety Committee.
1.0 WORKING ALONE ON THE PREMISES

Wherever possible staff should be discouraged from remaining alone on the premises. However, from time to time, we may find that we are working alone in the building. It is important that we all do our best to consider the implications of this in order to decide whether it is appropriate, and what measures we need to have in place to ensure that we are safe. Wherever possible, these judgments should be made in advance when planning the activity or work programme. There will be times when this is not possible, and it is still important to consider the basic issues.

When undertaking a Risk Assessment, here are some of the things you might want to take into account:

- How secure is the building?
- Who knows you are there?
- How would you summon help if you needed it? are the tasks you are undertaking hazardous?
- How will you leave the building safely?

Some control measures that you might want to consider would be:

- Letting someone know when you plan to leave and when they should expect you; ensuring that you know the appropriate emergency numbers, particularly after switchboards have closed;
- Assessing if it is appropriate for you to carry out the tasks on your own;
- Making sure you have a well-lit route out of your workplace and in the car park.

All individuals will need to:

- Try to anticipate situations where they will be alone in the building;
- Co-operate with their manager in undertaking a risk assessment;
- Ensure that they comply with the requirements identified by the risk assessment.

All managers should:

- anticipate the circumstances under which any of their staff will be working alone in a building and consider if there are suitable alternatives;
- undertake an assessment of the risks involved;
- identify measures which will ensure a low level of risk;
- take the necessary action required by the risk assessment;
- ensure that all relevant staff are aware of the requirements identified by the risk assessment;
- monitor to ensure that the arrangements are being complied with;
- review the risk assessments regularly or sooner if the circumstances change.

More detailed guidance can be found in Heart of England’s Lone-Working Policy in Appendix 16

2.0 TRAVELLING ALONE

Many of us travel as part of our work, often alone, in the evenings as well as during the day. You need to be confident that you can stay safe in your vehicle and know how to deal with an emergency. Here are some things you should take into account:

- Are you healthy and fit to drive today?
- Is your vehicle regularly serviced and in a roadworthy condition?
- Do you know how to deal with a breakdown? What should you do if involved in an accident? What should you do if others are involved? What do you do about aggressive drivers?
Things you should do:

- Ensure that someone knows when and where you are going, the route you expect to take if possible, and when you expect to arrive;
- Take precautions to protect your own safety, for example by:
  - planning your journey;
  - having a personal alarm;
  - having a blanket, in case of prolonged breakdown in cold weather;
  - keeping a basic tool kit; having a mobile telephone; having a road atlas to hand;
  - checking driving conditions before you set out;
  - ensure you have sufficient fuel for your journey.

All managers should:

- include reference to this guide if appropriate, when inducting new staff; know where all their staff are at any one time and do a risk assessment of the risks involved;
- identify measures which make sure the level of risk is as low as is reasonably practicable;
- take the necessary action required by the risk assessment;
- ensure that all relevant staff are aware of the requirements identified by the risk assessment;
- monitor to ensure that the arrangements are being complied with;
- review the risk assessments regularly or sooner if the circumstances change.

Staff will need to:

- co-operate with their manager in undertaking a risk assessments of lone driving;
- ensure that they comply with the requirements identified by the risk assessment.

3.0 CARRYING PASSENGERS IN YOUR CAR

Staff are advised that they should NOT carry students in their car. In the unlikely event that an emergency should arise and a child urgently requires a lift from a member of staff, the permission of the Principal should be sought and the following guidelines observed:

In order to ensure that there is no undue risk to the member of staff or to the young person, it is important to carry out a risk assessment to determine the circumstances under which it can be done safely. Managers should complete a risk assessment to ensure that child protection issues are given serious consideration.

When undertaking your risk assessment, here are some of the questions you might want to consider:

- Who knows that you are making the journey?
- What do you know about any previous history of violence or inappropriate behaviour of the young person?
- Have you considered the route and destination?
- What will you do if there is an incident? For example if you are assaulted or the young person absconds?

Some control measures that you might want to introduce if the situation allows would be:

- Contact the parent/carer to ensure they are happy with the arrangements;
- Ensure the journey is necessary and there is no suitable alternative;
- Confirm the arrangements have been authorised;
- Ensure colleagues know that you have arranged the journey and ask them to note the departure time;
- If you are carrying more than one young person, ensure pick up and drop off points are in the same
location wherever possible;
• Ensure that you have the appropriate insurance;
• Make sure that the seatbelts are in good order and that the young person is wearing one.

4.0 HOME VISITS

As part of their official duties it may be necessary for some members of staff to visit families in their homes. Normally there will be no significant risk when making a home visit, as in a very high percentage of violent incidents the person has a history of aggression. However, unknown family members or visitors lend an unpredictable factor to the visit. It is therefore essential that members of staff take precautions to ensure their safety at all times. This can best be achieved by undertaking a Risk Assessment.

Here are some factors which would need to be taken into account:

• Is a home visit the most appropriate way of dealing with the issue?
• Have you checked the records to see if any previous violent incidents have been recorded?
• Do you know the family history and/or of likely visitors who may be present?
• If you have concerns about your personal safety, have you worked out a clear strategy for dealing with the visit?

Note: If there is any doubt you should not be making this visit on your own without further investigation.

Some control measures that you might want to consider would be:

• Making an appointment prior to the visit;
• Ensuring that details of the appointment are recorded in the School Office so that the whereabouts of individuals are known and concerns raised if they do not return or contact the school at the expected time;
• The appropriateness of clothing and taking sensible precautions such as removing long earrings, scarves or ties, or tying back long hair;
• Parking your car as near as possible to your destination, but be aware of possibility of being traced through number plate;
• Being aware of local trouble spots and tensions;
• Taking a mobile phone/torch/personal alarm where appropriate;
• To take in only what is necessary, i.e. not handbag/wallet/briefcase etc;
• Have a plan in place for getting out safely.

Note: if in doubt at the doorstep – do not go in!

5.0 KEY HOLDER CALL OUT

As part of your responsibilities you may be required to be a registered key-holder for a building. This is an important role and will, from time to time, involve you in being called out at night and when you are alone. Consideration should be given in advance to the circumstances that are likely to prevail when a call comes and steps taken to ensure your safety. Do not wait until the phone rings but ask yourself the following questions now.

• How will I travel to the premises? Where will I park when I get there? Will there be any lighting on arrival?
• If the lights are not on, or have been damaged, have I got a torch?
• Will I be alone? (The police or security company may not be able to be there when I arrive)
• Have I got a personal alarm? (alarms are available from the Safety Officer Andrew Livingstone)
• Are relevant phone numbers available? (Glazier, Locksmith, Manager’s home)
A risk assessment should be carried out in order to identify measures which will ensure that the level of risk is acceptable and that any necessary actions are taken. The risk assessment should be reviewed from time to time and when circumstances change.

Key holders should never put themselves at risk by tackling an intruder or entering a building where they think an intruder is present without backup. If in doubt – never enter a building alone.

6.0 GUIDANCE ON MOBILE TELEPHONES AND CHILDREN

6.1 Introduction

This document outlines the specific risks to children associated with mobile telephones, and measures that might be taken to control those risks.

6.2 Background

In 1999, the Government established the Independent Expert Group on Mobile Phones, who reported their findings in May 2000 (the Stewart Report).

Mobile phones are low power radio devices that transmit and receive radio frequencies that fall within the microwave part of the Radio Frequency (RF) Spectrum. Some of the energy in the radio waves emitted by mobile phones can be absorbed in the head of the user. The Stewart Report recommended adoption of the guideline limits for exposure set by the International Committee on Non-Ionising Radiation Protection (ICNIRP), which equate to a maximum rise in temperature of less than one tenth of one degree centigrade in the body, even after prolonged exposure. This is less than the normal daily fluctuations in body temperature and such changes in heat load are considered to be too low to cause adverse effects.

6.3 A Precautionary Approach

Whilst the balance of evidence to date suggests that exposures to RF radiation below ICNIRP levels do not cause adverse health effects to the general population, the Stewart Report advocates a precautionary approach until more robust scientific evidence is available.

The level of RF radiation from a hand-held telephone may be more than one thousand times that normally encountered from base stations. Children might be more vulnerable to any adverse effects than adults (a 5 year old could absorb around 60% more per kilogram body weight than an adult). Additionally, young people will have a longer time in which to accumulate exposure over the course of their lives, and a longer time for any delayed effects of exposure to develop.

Use of mobile telephones by children should therefore be discouraged except for essential calls. There are however circumstances where the use of a mobile phone by a child can promote safety (e.g. to ask a parent for a lift rather than walk home alone).

As energy levels fall rapidly with distance, holding the phone away from the head or body will reduce radiation absorption potential. Use of a hands-free kit, rather than holding the phone to the ear, may lower the risk, although there is some evidence that the wires of some kits can act as an aerial, or radiate themselves, and actually increase rather than decrease the exposure. In addition, there will be no reduction in energy absorption by the body unless the phone itself is away from the body (and not, for example, worn clipped to the belt).

Text messaging is currently popular with children, perhaps because it is cheaper than voice calling. As the phone has to be held further away from the body whilst writing and reading text messages, this use should perhaps be encouraged in preference to conventional calling.
6.4 Action by Schools

It is not recommended that schools ban mobile phones entirely, as they can have positive safety implications as described earlier.

However the use of mobile phones in school is prohibited during the school day for students in Year 7 to 11. Mobile phones should not be seen or heard between the hours of 8.30am and 3.30pm. Students may contact home or receive emergency messages via student reception or the School Office. Sixth Form students are permitted to use mobile phones discretely when not in a lesson.

There has been a rise in bullying incidents relating to mobile phones. As they are seen as a fashion and status accessory amongst many young people, the phones tend to be worn conspicuously, e.g. clipped to belts. Students should be encouraged to keep phones in their bags if they have to be brought to school, in order to reduce the likely incidence of such bullying.
APPENDIX 7: HEALTH AND SAFETY TRAINING

The Principal or other senior member of staff is responsible for identifying the health and safety training needs of staff. This would include the following areas:

- Induction procedures
- Emergency evacuation, e.g. fire drills and routines, etc
- Use of emergency fire fighting equipment
- First Aid
- Accident, incident reporting (including violent incidents and verbal abuse)
- Safety inspections
- Good housekeeping including defect reporting
- Lifting and Handling procedures
- Asbestos safety and Log
- Safe use of work equipment (tools, machinery and other equipment)
- Personal safety and security including lone working policy
- Handling of chemicals, safe systems of work etc
- Offsite visits and journeys and working off site with students/young people etc.
- Use of Display Screens
- Provision of training
- Use of personal protective equipment
- Occupational Health Issues (e.g. recommended vaccinations, stress, manual handling, asthma etc.)
- The school has nominated the Safety Co-ordinator, Andrew Livingstone to be responsible for co-ordinating health and safety training needs, and for including details in the training and development plan.
- He will also keep records of training undertaken and will arrange refresher training when necessary. The Principal will be responsible for assessing the effectiveness of training received.
APPENDIX 8: WORK EQUIPMENT

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

<table>
<thead>
<tr>
<th>EQUIPMENT</th>
<th>RESPONSIBLE PERSON (WHO CAN ASSESS RISK)</th>
<th>AUTHORISED USERS OF THE EQUIPMENT</th>
<th>AUTHORISED PERSON FOR INSPECTION AND REPAIR</th>
<th>INSPECTION PERIOD EG TERMLY / ANNUALLY / OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access equipment e.g. ladders, mobile access platform</td>
<td>Site Manager</td>
<td>Site Manager</td>
<td>Site Manager</td>
<td>Termly</td>
</tr>
<tr>
<td>Caretaking/cleaning equipment including hand tools</td>
<td>Site Manager/ Cleaning Services</td>
<td>Site Manager</td>
<td>Site Manager/ Cleaning Services</td>
<td>Annually</td>
</tr>
<tr>
<td>PE and play equipment</td>
<td>Curriculum Leader (Jon Churchill)</td>
<td>PE staff</td>
<td>Site Manager</td>
<td>Annually</td>
</tr>
<tr>
<td>Lab Apparatus</td>
<td>Curriculum Leader (Gavin Tilstone) Lab Technicians Science staff</td>
<td>Lab Technicians</td>
<td>Lab Technicians</td>
<td>Termly</td>
</tr>
<tr>
<td>Technology Equipment</td>
<td>Curriculum Leader (Debbie Barwell) Technology Technician</td>
<td>Technology staff</td>
<td>Technology Technician Annual Inspection by external contractor.</td>
<td>Annually</td>
</tr>
<tr>
<td>Art/Design Equipment</td>
<td>Curriculum Leader</td>
<td>Art staff</td>
<td>Site Manager</td>
<td>Annually</td>
</tr>
<tr>
<td>Stage Lighting</td>
<td>Curriculum Leader (Sally Owen) Technician (Alex Kelly) plus Annual PAT Testing completed under LEA service package</td>
<td>Drama staff</td>
<td>Site Manager</td>
<td>Annually</td>
</tr>
<tr>
<td>Portable electrical equipment</td>
<td>Site Manager plus Annual PAT Testing completed under LEA service package</td>
<td>All staff and students</td>
<td>Site Manager</td>
<td>Annually</td>
</tr>
</tbody>
</table>
APPENDIX 9: CONTROL OF SUBSTANCES HAZARDOUS TO HEALTH

1 LEGAL FRAMEWORK

These Regulations came into force on 1 October 1989 and require all employers to:

a) Assess the health risks which arise from hazardous substances in their work activities and;
b) Where necessary, have in place the controls that this assessment concludes will be most effective to protect people's health.
c) Ensure that local exhaust ventilation (e.g. fume cupboards, fume extractors, dust extractors) is adequately maintained at specified intervals (every fourteen months) and that maintenance is carried out by suitably trained personnel.

2 SUBSTANCES HAZARDOUS TO HEALTH

Substances hazardous to health most likely to be found in educational establishments include:

a) Any chemical which comes from a supplier labelled very toxic, toxic, harmful, corrosive or irritant
b) Micro-organisms
c) Dust of any kind when present as a substantial concentration in the air.

Substances may be hazardous through inhalation, ingestion, absorption through the skin or skin contact.

In schools and colleges, such substances will be found usually in laboratories, practical workshops, and cleaners’ cupboards and (in the case of pesticides) sometimes in the school playing fields.

However, substances hazardous to health can also be created by practical work (e.g. wood dust, products of chemical experiments, and work with micro-organisms). In such situations, prevention or effective controls may be required to minimise the risks to health.

3 RISK ASSESSMENTS

The primary requirement for schools and colleges is to have Risk Assessments carried out before the use or generation of any substances hazardous to health.

Any process which is liable to expose staff, students or visitors to substances hazardous to health should not be carried out unless a "suitable and sufficient" assessment has been made of the risks to health and about the measures necessary to control exposure to such substance.

Science staff should be able to carry out these risk assessments, but see paragraph 4 below.

Guidance for science staff is based upon standard risk assessments contained in the following publications which should be in every school or college with students above the age of eleven;

a) CLEAPSS/ Hazards
b) Association for Science Education's: "Topics in Safety"

A risk assessment is carried out by comparing the standard risk assessment to the particular circumstances in which the substance is to be used.

Where no standard risk assessment can be found, CLEAPSS will carry out a risk assessment for schools.
4 STOCK ITEMS FROM LOCAL AUTHORITY SUPPLIES AND RISK ASSESSMENTS

Local Authority Supplies have carried out risk assessments for those items they stock. They will supply copies upon request, thus alleviating schools and colleges of the duplication of effort.

However, where supplies are purchased from other sources, it will be necessary for individual risk assessments to be carried out before the substances can be used, if they are not provided by the manufacturer or other source.

5 PREVENTION OR CONTROL

Exposure to substances hazardous to health should either be prevented or (where it is not reasonably practicable) adequately controlled.

If a substance is hazardous by inhalation it is likely to have been assigned "maximum exposure limits" and "occupational exposure standards". This will be used to assess the level of control. In all cases control should be achieved by means other than personal protective equipment to the greatest reasonably practicable.

It is important that control measures, personal protective equipment etc are properly used and all employees, have a duty to make full and proper use of them.

6 MAINTENANCE, EXAMINATION AND TESTING

Where control systems are provided (e.g. fume cupboards, fume extractors etc) it is necessary to ensure that they are properly maintained in an efficient state, in efficient working order and in good repair. In addition, a thorough examination and tests of engineering controls need to be carried out.

In the case of local exhaust, ventilation tests should be carried out annually or at least every fourteen months. A record of the results of all examinations must be kept.

7 HEALTH SURVEILLANCE

Where the assessment shows that health surveillance is appropriate for the protection of employees these should be carried out. Health surveillance will be appropriate where the employee is exposed to any of the substances in Schedule 5 of the Regulation, and where the exposure of the employee is such that an identifiable disease or adverse health effect may be related to the exposure. However, it is anticipated that such surveillance will not normally be necessary in a school environment.

8 INFORMATION, INSTRUCTION AND TRAINING

Information, instruction and training must be given to those who may be exposed, about the risks to health and precautions. Furthermore, information must be provided about the results of monitoring and collective results of any health surveillance that may be necessary.

9 PUBLICATIONS

a) Schools: The Health and Safety Commission publication “COSHH: Guidance for Schools
   ISBN: 0118855115

b) Colleges: The Health and Safety Commission publication “COSHH: In Higher and Further Education”
   ISBN: 011885433 available from HMSO at the above address.

c) Appendix 1
Appendix 1 is a copy of the guidance notes prepared by CLEAPSS School Science Service 1989. Although it is directed at Science it may be a useful model for other areas.

10 1992 AMENDMENTS

The Control of Substances Hazardous to Health (Amendment) Regulations 1992 came into force on 1 January 1993 and their principal effect is to implement the E C Directive on carcinogens at work (90/394/EEC). This is achieved by the following amendments to COSHH.

1. The definition of the work "carcinogen" is extended to include preparations as well as substances, and also substances assigned the risk phrase R45 (may cause cancer) or R49 (may cause cancer by inhalation) under the Classification, Packaging and Labelling of Dangerous Substances Regulations.

2. Assessments required under Regulation 6 of COSHH to be reviewed on a regular basis.

3. A new schedule (Schedule 10) is added to the Regulations, listing the substances and processes to which the Regulations apply (other than R45 and R49 substances), this is identical to the current list in the Approved Code of Practice (COP) on carcinogens.

4. The provisions related to the control of exposure (Regulation 7 of COSHH) are expanded to take into account measures which must be adopted to control exposure to carcinogens which are additional to those measures required for hazardous substances in general.

5. Monitoring and health surveillance records relating to named individuals must now be kept for 40 years.

6. A new maximum exposure limit (MEL) of 0.001 ppm 8 hour time weighted average for the potent lung carcinogen bis (chloromethyl) ether (BCME) has been added to Schedule 1.

It should be noted that the new requirements relating to assessments, monitoring records and health surveillance records apply to all hazardous substances and not just carcinogens.

Detailed practical guidance on these new provisions will be contained in new editions of the COSHH general ACOP and the Carcinogens ACOP to be published shortly by the HSC and obtained from HMSO.
APPENDIX 10: LIFTING AND HANDLING

All manual handling activities which present a significant risk to the health and safety of staff whether they involve the manual handling of people or objects will be identified by the school’s Safety Coordinator.

These activities must be eliminated where it is reasonably practical to do so. Where it is not reasonably practicable to do so a risk assessment should be made and the risk reduced as far as is reasonably practicable.

Staff should be provided with appropriate equipment to reach items that are stored at height. **Note:** heavy items should never be stored at height.

All work activities that involve the manual handling of loads which present a significant risk to the health and safety of any persons must be reported to Andrew Livingstone, who will arrange for a risk assessment to be carried out.

**Note:** This includes activities where the load is quite small but the activity is of a highly repetitive nature.

The written risk assessment will be provided to employees who must follow the instruction given when carrying out the task.

The written risk assessment will take into account the task, load, environment and individual and other factors that might affect the risk to the health and safety of employees or other persons.

**Staff should ensure they are not lifting heavy items and equipment unless they have received training and/or equipment in order to do so safely.**
APPENDIX 11: HEALTH AND SAFETY INSPECTIONS

Health and Safety inspections will take place at least once each term. They will be initiated by Andrew Livingstone, Safety Co-ordinator.

Curriculum Leaders and other supervisory/managerial staff are required to carry out a safety audit in their areas during the first week after each half-term. This work is initiated by the Safety Co-ordinator. The Safety representatives will then carry out their own audit during the following two weeks. Remedial action is taken where necessary. Towards the end of each financial year a safety report is compiled and presented to the Governing Body and Principal for further consideration.

The H&S Committee meets every term after the safety audit and has the following functions:

- To study safety audit reports
- To study accident/hazard reports and report the results to management with recommendations for remedial action;
- To receive and consider reports from inspectors and safety representatives;
- To help develop safe systems of work and rules;
- To monitor the safety training of employees;
- To monitor the publicity and communication on health and safety matters in the establishment.

Responsibility for following up items detailed in the safety inspection report will rest with Andrew Livingstone, H&S Co-ordinator.
The School’s Officers are:

Stuart Kennedy, Site Manager
Andrew Livingstone, Assistant Head/Safety Co-ordinator
Malcolm Halliday, Health & Safety Governor

The premises asbestos log is kept in the Site Manager’s office.

Any damage to materials known or suspected to contain asbestos should be reported to the Site Manager immediately and the asbestos helpline contacted.

Any contractor who is suspected to be carrying out unauthorised work on the fabric of the building should be reported to the Site Manager.

Under no circumstances must staff carry out work however minor to the fabric of the building unless it has been approved by an Authorising Officer.

Please note that even drilling a hole or pushing a drawing pin into asbestos containing materials may result in the release of fibres into the air.
APPENDIX 13: PREGNANT WORKERS AND NEW MOTHERS

Any risk assessment undertaken on pregnant workers should be completed with reference to the Pregnant Workers and Nursing Mothers guidance in the Local Authority Safety Manual.

The definition of ‘new or expectant mother’ means a worker who is pregnant, who has given birth within the previous six months, or who is breastfeeding. ‘Given birth’ is defined in the regulations as ‘delivered a living child or, after 24 weeks of pregnancy, a stillborn child’.

It is the responsibility of staff to inform their line manager as soon as they know they are (or are no longer) pregnant.

A risk assessment will be carried out to ensure that there are no risks to the expectant mother or baby from the employee’s duties or environment. (It is important that the pregnant worker is involved in the risk assessment process to ensure all the relevant facts and issues are covered.)

The risk assessment will be reviewed on a regular basis, and this may have to be increased as the pregnancy progresses.

If the risk assessment identifies hazards that cannot be eliminated or reduced sufficiently, the pregnant worker’s duties will be adjusted appropriately to ensure they are. If that cannot be achieved locally, the pregnant worker may be re-deployed for the duration of the pregnancy to a safer environment. If this cannot be achieved the legislation requires the pregnant worker to be suspended from work on maternity grounds.

NB Ensure Human Resources are contacted for advice and guidance on this issue.

NB A further risk assessment must be undertaken for nursing mothers when returning to work
APPENDIX 14: DISPLAY SCREEN EQUIPMENT USERS

INTRODUCTION

1. The Health and Safety (Display Screen Equipment) Regulations 1992 set out minimum health and safety requirements for employees who habitually use VDUs for a significant part of their normal work. They require that workstations put into use after 31 December 1992 meet the minimum requirements and that workstations in use before that date should be ‘evaluated’ and if necessary adapted to meet the requirements by 31 December 1996. Copies of the checklist at Appendix 14A should be used to carry out both the assessments required by the Regulations and general checks on all VDU usages. Compliance with the appropriate elements of this code should fulfil the requirements of the Regulations.

2. This code replaces the one which appears as Appendix 2 in ‘The introduction of new technology’ by the Local Authority. It is based on the information and advice currently available and represents the standards to be provided, as far as is reasonably practicable.

3. The contents of the code may be amended as a result of new information or changes in circumstances.

4. There will be circumstances in which VDUs are used infrequently or intermittently where some aspects of this code would not apply. In any event, the relative importance of some of the standards depends upon the task for which the equipment is used and the frequency and intensity of its use, therefore care should be taken in applying them.

5. The risk of visual and postural fatigue is greater where intensive use of a VDU is made over long periods. In such circumstances, the importance of adhering to good ergonomic and environmental standards, coupled with careful attention to job design and work organisation, cannot be over emphasised.

6. The criteria concerning screen luminance, character size and spacing and character generation, relate specifically to VDUs based upon cathode ray tubes. If VDUs based upon liquid crystal displays introduced, these factors may need to be reviewed.

6a. Laptops and other portable computers have to be compact enough to be easy to carry. This results in design compromises, such as smaller keyboards and screens which make laptops less comfortable in prolonged use than desktop PCs.

The use of a portable for long periods should therefore be avoided, particularly when a full-size PC is available. Guidance on when laptops could and should not be used appears at Appendix 14C.

7. Where newly appointed staff are required to use VDU Equipment or work requirements are changed by the introduction of such equipment, appropriate training and/or instruction should be provided.

8. In particular, so that the benefits of this code are attained, departments should ensure that users are properly instructed in the use and positioning of their VDU equipment.

JOB DESIGN AND WORK ORGANISATION

9. The application of ergonomics, attention to the working environment, job design and work organisation are the means of avoiding stress and fatigue among VDU operators. Primarily, emphasis
should be placed upon job design and work organisation to minimise monotony, tedium and strain.

10. In most tasks, natural breaks or pauses occur as a consequence of inherent organisation of the work. Wherever possible, jobs at display screens should be designed to consist of a mix of screen-based and non-screen-based work to prevent fatigue and to vary visual and mental demands. Where the job unavoidably contains spells of intensive display screen work (whether using the keyboard or input device, reading the screen, or a mixture of the two), these should be broken up by periods of non-intensive, non-display screen work. Where work cannot be so organised, e.g. in jobs requiring only data or text entry requiring sustained attention and concentration, deliberate breaks or

11. Where the display screen work involves intensive use of the keyboard, any activity that would demand broadly similar use of the arms or hands should be avoided during breaks. Similarly, if the display screen work is visually demanding any activities during breaks should be of a different visual character. Breaks must also allow users to vary their posture. Exercise routines which include blinking, stretching and focusing eyes on distant objects can be helpful.

12. It is not appropriate to lay down requirements for breaks which apply to all types of work; it is the nature and mix of demands made by the job which determine the length of break necessary to prevent fatigue. But some general guidance can be given:

12.1 Breaks should be taken before the onset of fatigue, not in order to recuperate and when performance is at a maximum, before productivity

12.2 Breaks or changes of activity should be included in working time. They should reduce the workload at the screen, i.e. should not result in a higher pace or intensity of work on account of their introduction;

12.3 Short, frequent breaks are more satisfactory than occasional, longer breaks: e.g., a 14-10 minute break after 15-60 minutes continuous screen and/or keyboard work is likely to be better than a 15 minute break every 2 hours;

12.4 If possible, breaks should be taken away from the screen;

12.5 Informal breaks, that is time spent not viewing the screen (e.g. on other tasks), appear to be more effective in relieving visual fatigue than formal rest breaks;

12.6 Wherever practicable, users should be allowed some discretion as to how they carry out tasks; individual control over the nature and pace of work allows optimal distribution of effort over the working day.

13. Good job design can be as important as the correct choice of equipment, furniture and working environment.

13.1 Design jobs in a way that offers users variety, opportunities to exercise discretion, opportunities for learning and appropriate feedback, in preference to simple repetitive tasks whenever possible. For example, an element of clerical work is added;

13.2 Match staffing levels to volumes of work, so that individual users are not subject to stress through being either overworked or underworked;

13.3 Allow users to participate in the planning, design of work spaces.

14. As indicated above, where staff use VDUs for more than short periods, breaks away from VDU work should be encouraged. Whenever possible they should be encouraged to choose for themselves
when to take such a break before the onset of visual/postural fatigue. However such discretion should not allow such breaks to be missed in favour of a shorter working day, this would be self-defeating.

**VDU Users**

15. The introduction of VDUs has been associated with a range of symptoms related to the visual system and working posture. These often reflect bodily fatigue. They can readily be prevented by applying ergonomic principles to the design, selection and installation of display screen equipment, the design of the workplace, and the organisation of the task.

**Eye and Eyesight Effects**

16. Medical evidence shows that using display screen equipment is not associated with damage to eyes or eyesight; nor does it make existing defects worse. But some workers may experience temporary visual fatigue, leading to a range of symptoms such as impaired visual performance, red or sore eyes and headaches, or the adoption of awkward posture which can cause further discomfort in the limbs. These may be caused by:

16.1 Staying in the same position and concentrating for a long time;
16.2 Poor positioning of the display screen equipment;
16.3 Poor legibility of the screen or source documents;
16.4 Poor lighting, including glare and reflections;
16.5 A drifting, flickering or jittering image on the screen.

17. Like other visually demanding tasks, VDU work does not cause eye damage but it may make staff with pre-existing vision defects more aware of them. Such uncorrected defects can make work with a display screen more tiring or stressful than would otherwise be the case.

**Eye Tests**

18. All employees, whether or not they use a VDU, should have their eyes tested regularly to ensure that their eyesight, corrected if necessary, is adequate for the task they perform.

19. Although more stringent visual standards are not required for VDU operation, all employees (including new appointments) who it is intended should use VDUs for at least 15 hours per working week should be encouraged to have eye tests before working on a VDU. Such tests would ensure that a user’s vision, corrected if necessary, was up to the normal standards prior to the use of the equipment.

20. Subsequent eye tests should be carried out as advised by the optician.

21. Such tests should be carried out by an optician. Time-off with pay will be approved if the appointment is during working hours. Those working under the Flexible Working Hours Scheme will be credited with the time when such appointments are during normal working hours. A letter of introduction will be provided by the curriculum area explaining the purpose and background of the test. The cost of any examination fee which results will be met by the employing department.

22. Where special glasses are required by a user who qualifies for an eye test (see Para 4), solely for the purpose of operating a VDU, the approved cost of such additional spectacles (which should be agreed before purchase) will be borne by the employing department. The 'approved cost' would
be the cost of the lenses and the most economical frames compatible with them, and if a user prefers more expensive frames they should pay the difference. 'Special glasses' are normally special bi-focals for VDU use - if claims are made for other types the Local Authority Health and Safety Adviser should be consulted. It should be noted that the cost of glasses intended for normal purposes or contact lenses should not be met.

23. There may be staff who do not meet the 15 hour requirement who nevertheless are unable to use a VDU without special glasses solely for that purpose. In these circumstances, provided that an optician has certified that such special glasses are required the employing department will meet the approved cost (see paragraph 4.8) of the provision and reimburse the cost of the eye test.

24. Departments may obtain a second opinion on the need for special glasses if this is felt appropriate.

**Epilepsy**

25. Display screen equipment has not been known to induce epileptic seizures. People suffering from the very rare (1 in 10 000 population) photosensitive epilepsy who react adversely to flickering lights and patterns also find they can safely work with display screens. People with epilepsy who are concerned about display screen work can seek further advice from local office of the Employment Medical Advisory Service.

**Facial Dermatitis**

26. Some VDU users have reported facial skin complaints such as occasional itching or reddened skin on the face and/or neck. These complaints are relatively rare and the limited evidence available suggests they may be associated with environmental factors, such as low relative humidity or static electricity near the VDU.

**Migraine Sufferers**

27. Known migraine sufferers should be monitored in their work with VDUs and any increase in migraine should be reported to the Local Authority Medical Adviser and their G.P.

28. A local record should be kept of the incidence of any headaches during or immediately following the use of VDUs. Employees are reminded that they have a responsibility under the Health and Safety at Work Act to co-operate with their employer and this includes the reporting of such occurrences.

**Effect of Drugs**

29. There are no drugs which cannot be safely combined with VDU work. A few tranquillisers, other psychoactive drugs and certain eye drops prescribed for glaucoma can temporarily affect the way eyes change focus, but this is not harmful.

**Upper Limb Pains and Discomfort**

30. A range of conditions of the arm, hand and shoulder areas linked to work activities are now described as work related upper limb disorders. These range from temporary fatigue or soreness in the limb to chronic soft tissue disorders like peritendinitis, tenosynovitis, or carpal tunnel syndrome. Some keyboard operators have suffered occupational cramp.

31. The contribution to the onset of any disorder of individual risk factors (e.g. keying rates) is not clear. It is likely that a combination of factors are concerned. Prolonged static posture of the back, neck and head are known to cause musculoskeletal problems. Awkward positioning of the hands and wrist
(e.g. as a result of poor working technique or inappropriate work height) are further likely factors. Outbreaks of soft tissue disorders among keyboard workers have often been associated with high workloads combined with tight deadlines.

32. The symptoms of these conditions include:
   - Aching or painful fingers, wrists or arms.
   - Numbness, pain or tingling in fingers, wrist or arm.
   - Pain in the elbow when moved in a particular way.
   - Difficulty in gripping objects.

33. At the first sign of a sore wrist or forearm this should be reported to the user's manager and medical advice sought.

34. The factors contributing to these conditions can be avoided by:
   - Implementing the ergonomic factors contained in this code relating to the organisation.
   - Job design which provides movement, preferably away from the machine.
   - Avoiding fixed postures.
   - Work planning and training.

35. It should be noted that similar conditions can also arise from domestic and leisure activities requiring forceful, continuous, repetitive movement involving the hands, wrists or arms (e.g. sport, playing a musical instrument, and knitting). A user experiencing any of the above symptoms as a result of a domestic or leisure activity should consult their doctor and notify their manager of the outcome where appropriate.

**Fatigue and Stress**

36. Many symptoms described by VDU users reflect stresses arising from their task. They may be secondary to upper limb or visual problems but they are more likely to be caused by poor job design or work organisation, particularly lack of sufficient control of the work by the user under-utilisation of skills, high-speed repetitive working or social isolation. All these have been linked with stress in VDU work, although clearly they are not unique to it; but attributing individual symptoms to particular aspects of a job or workplace can experiencing physical fatigue and stress can be minimised, however, by careful design, selection and disposition of display screen equipment; good design of the user’s workplace, environment and task; and training, consultation and involvement of the user.

**Pregnant VDU Users**

37. There has been public concern that pregnant VDU users have had more miscarriages than would have been expected. The latest research studies have established no link between VDU usage and increased risk of miscarriage or birth defect.

38. In the light of the scientific evidence pregnant women do not need to stop work with VDUs. However, to avoid problems caused by stress and anxiety, managers should respond sympathetically and women who are pregnant or planning children and worried about working with VDUs should be given the opportunity to discuss their concerns with someone adequately informed of current authoritative scientific information and advice, e.g. the Employment Medical Advisory Service.

39. However if a pregnant woman using a VDU who has received appropriate counselling continues to request the provision of alternative VDU work during her pregnancy, this should be sympathetically considered by the local Manager and/or the department concerned. She would be expected to return to her normal duties at the completion of her Maternity Leave. Should such a case arise and
difficulty is experienced providing alternative work, the department should seek the advice of the Director of Personnel immediately.

HSE Booklet

40. The Health and Safety Executive has produced a free booklet entitled 'Working with VDUs'. It is a guide for people who work with VDUs and answers the questions that are most commonly asked about VDUs, e.g. radiation emission, eye strain, ergonomics. A copy of the booklet should be available at every VDU workplace and should be brought to the attention of all.

SOFTWARE ERGONOMICS

Introduction

41. In most VDU work the software controls both the presentation of information on the screen and the ways in which the user can manipulate the information. Software design can be an important element of job design. Software that is badly designed or inappropriate for the task will impede the efficient completion of the work and in some cases may cause sufficient stress to affect the health of a user. Involving a sample of users in the purchase or design of software can help to avoid problems.

42. The requirements of the organisation and of users should be established as the basis for designing, selecting, and modifying software. The following general principles should be taken into account.

Suitability for the Task

43. Software should enable users to complete the task efficiently, without presenting unnecessary problems or obstacles.

Ease of Use and Adaptability

44. Users should be able to feel that they can master the system and use it effectively following appropriate training.

45. The dialogue between the system and the user should be appropriate for the user's ability.

46. Where appropriate, software should enable users to adapt the user interface to suit their ability level and preferences.

47. The software should protect users from the consequences of errors, for example by providing appropriate warnings and information and by enabling "lost" data to be recovered wherever practicable.

Feedback on System Performance

48. The system should provide appropriate feedback which may include error messages; suitable assistance ("help") to users on request; and messages about changes in the system such as malfunctions or overloading.

49. Feedback messages should be presented at the right time and in an appropriate style and format. They should not contain unnecessary information.

Format and Pace
50. Speed of response to commands and instructions should be appropriate to the task and to users' abilities;

51. Characters, cursor movements and position changes should where possible be shown on the screen as soon as they are input.

**Performance Monitoring Facilities**

52. Quantitative or qualitative checking facilities built into the software can lead to stress if they have adverse results such as an over-emphasis on output speed.

53. It is possible to design monitoring systems that avoid these drawbacks and provide information that is helpful to users as well as managers. However, in all cases users should be kept informed about the introduction and operation of such systems.

**VDU EQUIPMENT**

54. To comply with British Standard 7179 (Ergonomics of design and use of VDUs in offices) VDUs should meet the specification of BS 7179 Part 3 Clause 4 (summarised at Appendix 5B) or fulfil the User Performance Assessment carried out in accordance with the testing methods specified.

55. The positioning of VDUs should not be determined by the position of power sockets. These can be moved, new ones provided or cables lengthened.

**Work Surface Height**

56. Where the height of the work surface is not adjustable, it should be between 660 mm and 730 mm but a fixed work surface height of 720 mm is recommended; with a fixed work surface users may need to adjust the chair height and use a footrest to achieve the most comfortable and efficient posture.

57. An adjustable work surface should have a height adjustment range from 660 mm to 770 mm.

**Keyboard Height**

58. Keyboards should be at a convenient working height, which is normally between 660 mm and 730 mm above the floor.

**Palm Rests**

59. A palm rest, located in front of the keyboard, can offer support to user’s hands and preferred posture.

60. If the keyboard height (work surface to home row - i.e. 'A' to 'L' row) exceeds 30mm, a palm rest should be made available to users who prefer this type of support. With low-profile keyboards it may be sufficient to provide a 50 mm to 100 mm of space immediately in front of the keyboard on which the hands can rest.

61. Where a palm rest is provided, it should not restrict the user’s keying action or preferred working posture. Its width should be about the same as that of the keyboard, its depth should be between 50 mm and 100 mm and its angle and height should match that of the keyboard.

**Mouse**
61a A mouse should be positioned within easy reach, so that it can be used with the wrist straight. The user should sit upright and close to the desk so the arm is not stretched; support their forearm on the desk; not grip the mouse too tightly; rest their fingers slightly on the buttons and not press them too hard; and take breaks from intensive mouse work (see paragraph 12).

**Size of Work Surface**

62. The size of the work surface provided should be governed by the total requirements of the user’s task. However, to accommodate a display, keyboard and documents/document holder a work surface should be a minimum of 1200 mm x 600 mm, but 1600 mm x 800 mm is preferred.

**Work Surface Finish**

63. The finish of work surfaces should be matt.

**Positioning of Work Surface**

64. Where VDUs are used for prolonged periods on a regular basis, there should be sufficient space behind the VDUs for the users to be able, occasionally, to relax the eyes by focusing beyond the VDUs.

**Positioning of Screen, Keyboard and Paperwork**

65. The positions of these should suit the comfort of the user and if necessary a document holder should be provided to achieve this. Both the document holder and the screen should be adjustable.

66. It is recommended that the screen be angled from the vertical plane so that as far as is practical it is at right angles to the line of the user’s sight which should be approximately 20° below the upright eye height.

67. The document holder and screen should be in the same plane and the distance from the eye to both should be approximately the same; between 350 mm and 700 mm is recommended. However, for certain applications, e.g. soft key labels or touch screens, the minimum screen distance may be reduced to 300mm.

**Posture**

68. The overall objective is that the user should achieve a comfortable working position. Fatigue and tension in the musculoskeletal system typically arise where fixed or poor postures are maintained for extended periods. Such effects can be minimised by attention to the relevant workplace recommendations set out above and to the following postural guidance:

68.1 Chair seats should be adjustable for height and back supports for height and angle. Back supports should be positioned to provide adequate support to the lumbar region of the back.

68.2 With the body upright and the hands on the keyboard's 'home' row, the angle between the upper arm and the forearm should be approximately 90°.

68.3 With the feet flat on the floor or supported by a foot rest, the angle at the back of the knee should be approximately 90°.

68.4 Foot rests should be provided where appropriate. They are beneficial, particularly to
intensive users, in reducing pressure on the thighs and calves, and in helping to prevent backache.

**Paperwork**

69. All paperwork should be clear, legible and easy to read. The use of highly reflective paper should be avoided.

**Cable Management**

70. Ideally, cables should be trunked along walls and/or under the floor, but where be used where appropriate.

**Electricity**

71. General guidance on the safe use of electricity and electrical equipment is contained in the Code of Safe Working Practice 'Use of Electricity at Work', a copy of which is included in this manual. Particular reference should be made to the sections dealing with the use of flexible extension cables and the situations where surge diverters are required.

**WORKING ENVIRONMENT**

72. Even when it is possible to control the working environment within strict limits, individuals' views on its acceptability will vary. This is partly due to the range of personal preferences and partly because different working environments may be required by different jobs. As an example, those using VDUs for prolonged periods may be more sensitive to draughts than intermittent users who move around more. Similar personal differences may also apply to other factors such as the visual and acoustic environment. Every effort should be made to provide as comfortable a working environment as possible.

**Noise**

73. BS7179 Part 6 recommends that the noise level in a VDU workplace should not exceed 55dB (A) for tasks requiring a high degree of concentration and 60dB (A) for other VDU tasks.

**Temperature**

74. An ambient room temperature of between 19°C and 23°C is recommended in BS7179 Part 6 and that heat build-up in areas around equipment should not exceed 3°C above the ambient temperature.

**Relative Humidity**

75. The relative humidity should be between 40% and 60%.

**Lighting and Glare**

76. Ambient lighting in areas where predominant use is the operation of VDUs should be between 300 - 500 cd/m². The colour of lamps should be in the CIE class range of cool to warm.

77. Artificial light should be ‘controlled’ or indirect.

78. Where VDUs are in continuous use, category 1 or 2 luminaries (fluorescent light fittings or controllers) normally should be used if the lighting is not recessed. These fittings direct most of the light emitted downwards with very little emerging sideways, thus appearing far less bright when
viewed from the side. More detailed advice is available from the Lighting Engineers in the Property Department.

79. Fluorescent lamps should be changed at the end of the replacement period recommended by the manufacturers or as soon as flicker becomes noticeable.

80. Arrange desk and screen so that bright lights are not reflected in the screen.

81. All windows should be kept clean and all windows causing glare should be fitted with adjustable blinds or curtains. (Venetian blinds are less favoured than vertical blinds).

82. If required, local task lighting giving a total of up to 500 cd/m² should be fitted with dimmer switches and be adjustable by the operator. Such lighting should be protected to prevent glare.

83. Colour and surfaces of surrounding equipment and furniture should be such as to avoid reflections and contrasts.

84. Steps should be taken in all cases, to balance the light intensity on all 3 factors: the display screen, the keyboard, and the written material. This will, for example, avoid the reflection of the hands at the keyboard onto the screen.

85. If anti-glare treatment is not designed into the screen and it proves impossible to reduce the glare and reflections on the screen to acceptable levels by the above methods, a proprietary anti-glare screen may be appropriate. However, such screens may reduce image legibility. Details of commercially available screens can be obtained from the Local Authority Health & Safety Adviser.

Radiation

86. Radiation emitted from VDUs is well below the internationally accepted standards and very much less than that from natural environmental sources such as the sun. The radiation emitted from a VDU does not pose a hazard to users either in the long or short term.

Static Electricity

87. If static electricity persists despite the appropriate use of anti-static sprays (see Appendix SB paragraph 14), the relative humidity level should be checked (see paragraph 75); if it still persists the Local Authority Health & Safety Adviser should be consulted.

9. FURTHER INFORMATION

88. Unless indicated otherwise, further information or advice can be obtained from:

Birmingham Health and Safety Executive
19 Ridgeway
9 Quinton Business Park
Quinton
Birmingham
B32 1AL
Fax: 0121 607 6349
**APPENDIX 14A**

**VDU Checklist for users of 15 hours or more per week**

This checklist is to be used by managers or supervisors to evaluate the health and safety factors associated with VDUs and the workplaces in which they are used. Workplace checks should be done annually or when there have been significant changes in or to the workplace.

Complete all items – tick if satisfactory or unsatisfactory.

**EQUIPMENT**

<table>
<thead>
<tr>
<th>Screen</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Characters well-defined clearly formed, of adequate size and adequate spacing between characters and lines.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. Stable image - no flickering or other forms of instability.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. Brightness and/or contrast adjustable.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. Operator able to swivel and tilt.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5. Free of glare and reflections liable to cause discomfort.</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Keyboard</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Tilt able and separate from screen.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>7. Space in front of keyboard sufficient to support hands.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>8. Matt surface to avoid reflective glare.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>9. Arrangement and characteristics of keys to facilitate use.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>10. Symbols of keys adequately contrasted and legible.</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Work Desk/Surface</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Satisfactory</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>--------------</td>
</tr>
<tr>
<td>11.</td>
<td>Sufficiently large, low-reflectance surface and allows flexible arrangement of equipment.</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Document holder stable, adjustable and positioned to minimise head and eye movements.</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Adequate space for comfort of worker</td>
<td></td>
</tr>
<tr>
<td><strong>Work Chair</strong></td>
<td></td>
<td>Satisfactory</td>
</tr>
<tr>
<td>15.</td>
<td>Seat adjustable in height.</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Foot rest made available if requested</td>
<td></td>
</tr>
<tr>
<td><strong>Environment: Space Requirement</strong></td>
<td></td>
<td>Satisfactory</td>
</tr>
<tr>
<td>18.</td>
<td>Workstation dimensioned and designed to provide sufficient space for changing position and varying movements</td>
<td></td>
</tr>
<tr>
<td><strong>Lighting</strong></td>
<td></td>
<td>Satisfactory</td>
</tr>
<tr>
<td>19.</td>
<td>Satisfactory lighting conditions.</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Glare and reflections on screen prevented by co-ordinating workplace and workstation with positioning and technical characteristics of artificial light sources.</td>
<td></td>
</tr>
<tr>
<td><strong>Reflection and Glare</strong></td>
<td></td>
<td>Satisfactory</td>
</tr>
<tr>
<td>21.</td>
<td>Sources of light (e.g. windows, brightly coloured fixtures or walls) cause no direct glare and, as far as possible, no reflection on screen.</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>Windows fitted with system of adjustable covering (e.g. blinds or curtains) to reduce daylight that falls on workstation</td>
<td></td>
</tr>
</tbody>
</table>
### Noise

<table>
<thead>
<tr>
<th>Noise</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. Levels do not distract attention to disturb speech</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

### Heat

<table>
<thead>
<tr>
<th>Heat</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. Excess heat from equipment does not cause discomfort</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

### Humidity

<table>
<thead>
<tr>
<th>Humidity</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>25. Adequate level of relative humidity</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

### Eye Tests

<table>
<thead>
<tr>
<th>Eye Tests</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>26. Carried out in accordance with paragraphs 4.4 to 4.10 of VDU Code</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

### Usage

<table>
<thead>
<tr>
<th>Usage</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>27. Job design and work organisation such as to prevent strain causing excessive fatigue or other discomforts</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

### NOTE

If any item is considered unsatisfactory, this item should be followed up and where appropriate remedial action should be taken, or a programme for much action agreed.
APPENDIX 14B: VDU EQUIPMENT STANDARDS

1. To comply with British Standard 7179 (Ergonomics of design and use of VDUs in offices) VDUs should meet the specification of BS 7179 Part 3 Clause 4 (summarised below) or fulfil the User Performance Assessment carried out in accordance with the testing methods specified.

Display Luminance

2. When measured in accordance with BS7179: Part 3 the display should be capable of a luminance of at least 314cd/m2 and minimum luminance contrast of character details of 3:1.

3. VDUs for continuous work should have both contrast and brightness adjustment controls.

Display

4. Either dark symbols on a lighter background or light symbols on a darker background is acceptable.

Character Size and Spacing

5. Minimum dot matrix:
   7 x 9 - for tasks which require continuous reading for content.
   5 x 7 - for numeric and upper case only presentations.
   4 x 5 - for fractions that are to be displayed in single character position.
Minimum character height = 3.1-4.2 mm (approx. 9 pts. - 12 pts.).
Maximum height for 14 by 7 dot matrix 4.5 mm (13 pts.).
Width to upper case height ratio 3:4 to 4:5.
Stroke width 1/6 - 1/12 of character height.
Minimum character and line spacing:
   Character 1 stroke width.
   Between Words - One character width (Capital N for proportional spacing).
   Line 1 stroke width.

6. Screens where the edges are used for display should be avoided.

7. Type of letters should be upper and lower case for long texts.

8. If glare reduction or contrast enhancements are used BS7179; Part 3 should be complied with.

Character Generation

9. A refresh rate (frequency of image regeneration) should be a minimum of 50 hertz.

10. Noise levels of the VDUs should be kept as low as possible (see paragraph 73).

11. There should be no high frequency noise; this can be eliminated at source by the design of the machine.

General Machine Design

12. The front frame of the display should have a matt finish.

Maintenance of Machines
13. VDUs should be maintained in accordance with manufacturer's specification.

**Cleaning**

14. VDU screens should be kept clean and instructions and the appropriate materials issued to the users (including the use of anti-static sprays).

15. Where there is a separate glare or implosion screen there may be a build-up of dust on the face of the Cathode Ray Tube inside the screen. This cleaning must be done by service engineers or properly trained staff.

**KEYBOARD EQUIPMENT**

16. To comply with BS7179, which covers keyboards used in an office environment for typical office tasks but not specialist keyboards such as those in control rooms or technical environments, VDU keyboards should meet the specification of BS7179 Part 4 Clause 4 (summarised below) or fulfil the User Performance Assessment specified.

17. Keyboards should be detachable for intensive usage.

18. Keyboard Design Recommendations

   18.1 Key force 0.25N - 1.5N (between 0.5N and 0.6N is preferred).

   18.2 Key travel 1.5 - 6 mm (between 2 mm and 4 mm is preferred).

   18.3 Key tops should be concave.

   18.4 Key size 12 - 15 mm (non-square key tops should have an area of at least 113 mm).

   18.5 Key top characters - 2.6 mm minimum height with minimum contrast ration of 3:1.

   18.6 Centre spacing between keys 18 - 20 mm horizontally and vertically.

   18.7 Angle of inclination 0 - 25° to horizontal, slope should be adjustable.

   18.8 A QWERTY layout should be used. However, other designs of keyboard may be more appropriate for disabled persons.

   18.9 Keyboard height (work surface to home row - i.e. 'A' to 'L' row): normally less than 50 mm.

   18.10 Keyboard housing and key tops should have a matt finish in a neutral colour which should be the same as the display housing. Dark colours should be avoided.

   18.11 Tactile indication of key activation should accompany each key stroke.
The main statutory requirements related to the use of both Laptops and Desktop PCs are contained in the Health and Safety (Display Screen Equipment) Regulations 1992. Full compliance with these Regulations is required for designated ‘users’, defined in the Regulations as ‘an employee who habitually uses display screen equipment as a significant part of his/her normal work’. Within HCC it has been agreed with the Trade Unions that a designated ‘user’ would be an employee who uses a VDU for at least 15 hours per week.

Regulation 3 says that any workstation operated by a ‘user’ must meet the requirements of the Schedule to the Regulations. This Schedule sets out minimum requirements related to equipment, environment and the interface between the operator and the computer related to software and task design. The following elements of the Schedule would not normally be met by a Laptop:

1. The screen must swivel and tilt easily and freely to suit the needs of the user.

2. It shall be possible to use a separate base for the screen.

3. The keyboard shall be tilt able and separate from the screen so as to allow the user to find a comfortable working position avoiding fatigue in the arms or hands.

4. The space in front of the keyboard shall be sufficient to provide support for the hands and arms of the ‘user’.

As a consequence, an employee designated as a ‘user’ should not normally be allocated a Laptop as their main equipment, since Regulation 3 and the Schedule must normally be complied with in respect of all equipment that may be operated by a ‘user’. This would include homeworkers. Where there is equipment which does not comply with Regulation 3 and the Schedule, arrangements must ensure that such equipment is not operated by ‘users’ as their main equipment.

However, Regulation 1 says that nothing in the Regulations applies to portable systems ‘not in prolonged use’. Laptops come under this exclusion provided they are ‘not in prolonged use’. That is being used by an employee who is not a designated ‘user’ or being used by designated ‘users’ but not as their main equipment.

In addition, the requirements of the Schedule need to be complied with only where the ‘inherent characteristics of a task make compliance appropriate’. Therefore, where a task could not be carried out successfully if all the requirements in the Schedule were complied with, then in such circumstances the elements of the Schedule concerned would not apply, i.e. a laptop may be used when the nature of the task and the circumstances of usage dictate. But in such circumstances it is the demands of the task, not the capabilities of any particular equipment that must be the deciding factor. This means that if a task can be successfully carried out on a desktop PC then a laptop should not be used.
If the use of Laptops is appropriate because either the task warrants it or they are not in ‘prolonged use’, the use should still be assessed and appropriate measures taken to control any risks identified by the assessment. Such assessments should include:

1. The nature of the work. Where this could involve prolonged use of the keyboard the control measures should include frequent breaks because the use of Laptops is more likely to result in back, neck and hand discomfort when used for long periods.

2. Considering how much the equipment has to be moved around and whether any other aids are necessary to assist in this.

3. Whether it is possible to provide mobile workers with a firm, level surface for their laptop at the correct height.

4. Making sure the pointing device (e.g. mouse) is comfortable to use.

5. Considering whether it is appropriate to provide a desktop monitor/docking station and keyboard to which mobile workers could connect their laptop.

6. The identification of any extra or special training that is required operating the equipment.

In any event, as far as possible the job design, work organisation, workplace ergonomics and working environment standards contained in the Code of Practice on the Use of VDUs should be complied with.
### ACCIDENT/OCURRENCE/NEAR MISS REPORT FORM

**Notes on completion**
- This report form should be completed by a Manager / Supervisor.
- Please complete & submit a separate report for each casualty or occurrence. Include any relevant statements and photographs. The Corporate Health and Safety Support Team (HSST) will report any accidents to the HSE as per RIDDOR. Copies of this report may be forwarded to SMBC Insurers and HR Section.
- Complete all relevant sections, if you have any problems with its completion please contact the HSST.
- **Computerised Offices**: Type in the required information (open as a WORD document); if necessary, use a continuation sheet. Submit via e-mail to HSST: corporategovernance@solihull.gov.uk
- **Non-Computerised Offices**: complete in writing, preferably using capital letters; if necessary use a continuation sheet. Submit to the Health and Safety Support Team, The Council House, Solihull.

- Retain a copy of this report for 3 years. This document must be treated as private and confidential as per SMBC Policy.

### Part A - Injured Person Details

<table>
<thead>
<tr>
<th>1. Name of the injured person</th>
<th>Date of Birth (DD/MM/YYYY)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
</tr>
</tbody>
</table>

| 2. What is the injured persons home address, postcode and telephone number? | Injured Persons Home Address (Inc. Post Code) | Injured Persons Telephone No: |
|---------------------------------------------------------------------------|-----------------------------------------------|

<table>
<thead>
<tr>
<th>3. Who was involved or injured? (Please underline)</th>
<th>A. SMBC Employee</th>
<th>Job Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>* If other please specify</td>
<td>B. Pupil</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. *Other (Public, Visitor Contractor)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Address of Workplace (Team &amp; Directorate)</th>
<th>Name of School or Directorate.</th>
<th>Workplace address.</th>
</tr>
</thead>
</table>

<p>| 5. If not SMBC staff (i.e. Contractors) what is Employers’ name and address? | |
|--------------------------------------------------------------------------| |</p>
<table>
<thead>
<tr>
<th>Part B - Details of the Incident</th>
<th>Please complete details in section B – these identify where the incident took place.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Date and Time?</td>
<td>Date:</td>
</tr>
<tr>
<td>7. Address of the premises or site where accident / occurrence happened <em>(if not workplace)</em></td>
<td>Did the Incident happen at the workplace address above?</td>
</tr>
<tr>
<td></td>
<td>Yes / No (if no fill in address)</td>
</tr>
<tr>
<td>8. Where on the premises or site did the accident actually occur?</td>
<td></td>
</tr>
<tr>
<td>Part C - Category of Incident</td>
<td>Please complete section C – identifying the type and kind of incident</td>
</tr>
<tr>
<td>9. Type of Incident <em>(Please underline)</em></td>
<td>A. Accident at work</td>
</tr>
<tr>
<td></td>
<td>B. Dangerous Occurrence</td>
</tr>
<tr>
<td>10. Kind of Accident <em>(Please underline)</em></td>
<td>A. Hit by moving object</td>
</tr>
<tr>
<td></td>
<td>B. Hit fixed object</td>
</tr>
<tr>
<td></td>
<td>C. Injured whilst lifting, carrying/handling</td>
</tr>
<tr>
<td></td>
<td>D. Slipped, tripped or fell on same level</td>
</tr>
<tr>
<td></td>
<td>E. Fell from height – How high… (metres)</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>F. Road Traffic Accident</td>
</tr>
<tr>
<td>11. Type of Violent Incident <em>(please underline)</em></td>
<td>A. Physical threat of violence</td>
</tr>
<tr>
<td></td>
<td>B. Physical threat with a weapon</td>
</tr>
<tr>
<td></td>
<td>C. Physical assault</td>
</tr>
<tr>
<td></td>
<td>D. Written threat</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note if Racial (please complete Racial Incident Form on HR website)

NOTE – IF VIOLENT INCIDENT - SECTION G MUST ALSO BE COMPLETED.
| 12. What was the cause? (Please underline) | A. Lack of care by injured party | F. Incorrect method used |
| * If other please specify | B. Lack of care by others | G. Collision of vehicles |
| | C. Accommodation issues | H. Threat to staff |
| | D. Mechanical/Electrical fault | I. Arson |
| | E. Incorrect use of equipment | *Other |

Part D – About the Injury
Please complete section D in relation to the severity of the injury and resulting issues. HSE require certain accidents to be reported.

| 13. What was the injury? (e.g. fracture, laceration) |
| 14. What part of the body was injured? (Please be specific – e.g. left leg) |
| 15. Type of injury? (please underline) | A. Fatality | D. Become unconscious |
| | B. Major injury or Condition | E. Minor injury |
| | C. Did they require resuscitation | F. No injury |

| 16. What treatment was given to the injured person? (please underline) | A. Taken to Hospital from site of accident by Ambulance. | D. Taken to GP/Dentist by parent /other* |
| * If other please specify | B. Taken to Hospital – by parent/other* | E. First aid |
| | C. Remain in Hospital for more than 24 hours | F. No treatment |

| 17. Absence from work? (please underline). (absence includes weekends / BH if included in time off) | A. More than 3 days off * | B. Not Known |
| * Please state number of days | Nº days |
| C. No absence |

Please put in as much information to include the activity at the time of the incident, the events that led to the incident, the part any people played, name of any substance involved, the name of any type of machinery involved and what action has been taken to prevent a similar incident.

| 18. Describing what happened? |
| Please write an account as to what happened? |
19. What have you done to prevent a recurrence?

20. Is there any further relevant information? If so please use this section. (e.g. witness details)

Part F – Manager / Supervisor Details

Please complete section F – with contact details of the Manager / Supervisor / Head Teacher / Teacher details for point of contact.

21. Details about the Manager / Supervisor completing this report.

<table>
<thead>
<tr>
<th>A. Your Name:</th>
<th>C. Work address (if different from 4. above)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Job title:</th>
<th>D. Contact Number:</th>
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22. If hard copy has been sent please sign and date

Signature ..................................................    Date..................................................

Also complete Section G if involved in a Violent Incident

Please note that additional documentation may need to be completed following an incident

The Health and Safety Executive (HSE) defines work-related violence as: “Any incident in which a person is abused, threatened or assaulted in circumstances relating to their work.” This can include verbal abuse or threats as well as physical attacks.

23. Alleged Instigator (s)

Address and contact details (if known)

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24. Witness: Address & Contact Details (please fill in details of all witnesses).

The investigator must acquire all witness statements. Please ensure that these are signed.

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25. Were Police Involved:

If Yes – please give details and
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<th>Crime Number</th>
<th>Yes / No</th>
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<td>If Yes - Please give details…………………………………………………………………………………</td>
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<td></td>
<td>Crime Number……………………………………………………………………………………………………</td>
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26. Has a similar incident occurred previously?
Yes / No
If Yes - Please give details……………………………………………………………………………………………………

27. Was there a warning marker in place?
Yes / No

Date warning marker placed or last reviewed?

28. What happened after the incident?
A. Counselling offered
B. Risk assessment revised
C. Warning marker considered/reviewed
D. Other agencies/teams contacted
E. Any other actions taken? Please give details: ……………………………………………………………

…………………………………………………………………………………………………………
**SMBC Corporate Health and Safety Investigation & Recommendations:**

- **Remedial Action:**
  - This should be carried out by the manager/school.

- **Remedial Action (Date of Completion):**

- **Absence Total:**

- **Risk Assessment (✓):**
  - Yes
  - No
  - Date of RA

- **HR Notified (✓):**
  - Yes
  - No
  - Date:

- **Insurance Notified (✓):**
  - Yes
  - No
  - Date:

- **Documents Attached (✓):**
  - Yes
  - No

- **F2508 Sent (✓):**
  - Yes
  - No
  - ICC number

---

**Investigating Officer**

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<th>Signature:</th>
<th>Date:</th>
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**Governance Manager / H&S Manager**

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APPENDIX 16: HEART OF ENGLAND SCHOOL: LONE-WORKING POLICY

1. Introduction

Heart of England School acknowledges that there may be an increased risk to the health and safety of its employees and students when working alone.

The principal hazards of ‘lone working’ are exposure to actual or potential violence or aggression, or the threat of violence or aggression, whether physical, verbal or behavioural – for example by intimidation or intimidatory acts – and exposure to the risk of accidental injury.

Further to the Health and Safety Policy, the Governors have established this Lone Working Policy as part of its commitment to providing a safe place in which to work and study. This policy deals with members of staff who work by themselves or who work outside normal working hours on site, and any student undertaking practical / experimental projects without direct supervision and who are exposed to a significant risk of the hazards associated with lone working.

2. Legislative duties

General duties under the Health and Safety at Work Act, 1974 and specific duties under the Management of Health and Safety at Work Regulations, 1999 require the School to provide a safe workplace and safe systems of work for its employees and those working on its premises, including any student teachers carrying out work through an agency or during an internship or work placement. The law requires an employer to consider the health and safety risks before people should be allowed to work alone.

3. Aims

The aims of the policy are to:

- Reduce the risks presented by lone working;
- Define responsibilities;
- Adopt a consistent approach to the safety of lone workers throughout the School;
- Comply with relevant legislation;

4. Application

This policy applies to all staff, including temporary and contract workers or who are provided through an agency, and to student teachers who are carrying out work through an agency or during a work placement, or who are undertaking any practical as part of their academic studies without direct supervision.

It is not intended to apply generally to staff who are the sole occupiers of an office during normal working hours unless for some reason their work presents lone working hazards.

All departments are required to have in place local arrangements that comply with this policy.

5. Communication

It is important that all line managers ensure that this policy is communicated effectively among their staff, and that all academic supervisors of students to whom this policy applies bring this to the attention of the students under their supervision.
6. Lone workers

A lone worker can be anyone who works by themselves. A lone worker, for the purpose of this guidance, is defined as a member of staff or student who, for periods of their working time, is engaged in activities which places them in a situation without direct contact with other staff, or without direct supervision, during an activity that places that person at significant risk of exposure to a hazard or hazards.

Some common examples which can be found within the School are:

- A School Office worker/receptionist
- A counsellor, mentor or instrumental teacher
- A First Aider
- A person supervising a lunchtime club/practice or activity
- Those working in an office or classroom on their own;
- People working outside normal hours on their own;
- Students undertaking practical or experimental work as part of their academic programme.
- Cleaning/Site staff;

All lone working activities outside of normal working hours must be notified to the Principal by the member of staff concerned. This is particularly important in the interests of personal safety and building security.

This policy is overseen by the School Health and Safety Officer who will review the policy annually or in response to legislative or procedural change.

Responsibilities

Curriculum Leaders will ensure that:

- A risk assessment of lone working for their departments is carried out and that appropriate records are kept;
- All staff, students and visitors in their departments are aware of this policy and any local arrangements for lone working.

The Health and Safety Officer will:

- Provide advice and training where requested on the implementation of this policy, lone working risk assessment, and safe systems of work;
- Review this policy and associated arrangements at least annually or immediately in the case of an incident.

All managers will ensure that:

- Lone working is considered in all risk assessments for their area of responsibility.

All members of staff have a responsibility to take reasonable care of their own health and safety and to cooperate with the School in meeting the legal obligations. Lone working falls within the legal duties and responsibilities.
8. Risk assessment

All lone working or work activities undertaken outside normal working hours where there is a significant risk to personal safety must be subjected to a risk assessment by a line manager or supervisor. The assessment should initially categorise the activity as either a low, medium or high risk. Advice should be sought from the Health and Safety Officer in cases of doubt or difficulty.

The assessment of the risks to which a lone worker may be exposed must take account of:

- Normal and foreseeable scenarios;
- The individual's ability to carry out their activities safely on their own in their environment;
- The potential for the individual to be subject to violence;
- Existing precautionary measures and emergency arrangements;
- The individual's ability to call for and obtain timely aid or to withdraw safely from a dangerous situation;

It is expected that there will be subject-specific policies, guidance, or procedures that should be referred to for hazardous activities or activities that involve working with hazardous substances, hazardous equipment, or in hazardous environments.

Examples of control measures could include the provision of:

- Suitable training;
- Occupational health fitness assessments for workers;
- Suitable emergency equipment and emergency arrangements;
- Adequate supervision;
- Adequate staffing to undertake the work safely;
- Defined work activities including written safe systems of work.
APPENDIX A

DEFINITION OF TERMS
A lone worker can be anyone who works by themselves. A lone worker, for the purpose of this guidance, is defined as a member of staff or student who, for significant periods of their working time, is engaged in activities which places them in a situation without direct contact with other staff, or without direct supervision, during an activity that places that person at significant risk of exposure to a hazard or hazards.

Normal working hours are as defined in staff contracts and may vary depending upon the role e.g. site team, cleaners or staff in the PE team. Where a member of staff does not have set working hours, normal working hours for the School can be taken as falling between 0800 and 1600 on weekdays.

Out of hours is anytime outside of the normal working hours for the School, including weekends and public holidays.

Finance and Technical staff have specific arrangements that reflect shift work, weekend and public holiday working.

Hazardous areas are areas where a member of staff, or student, may be exposed to risks that are considered greater than those normally encountered within low risk working environments such as offices or teaching rooms. These may include, for example, laboratories or workshops.

A hazardous task is a task where the risks are considered to be greater than normal and might apply, for example, site/technical staff engaged in electrical repairs.
APPENDIX B

CATEGORIES OF WORK; HAZARDOUS AREAS; AUTHORISATION LEVELS

Categories of Work

Low risk activities
Should only be undertaken by persons authorised to do so by the line manager or person who conducted the risk assessment. Work falling within this category is deemed to be safe to be undertaken by lone workers.

Medium risk activities
Should only be undertaken if there is at least one other person present either in the same room or in an adjoining room. This person should be competent at the task or activity and familiar with any emergency procedures, this should be specified in the risk assessment.

High risk activities
Can only be undertaken if there is at least one other person who is competent at the task or activity and familiar with any emergency procedures in the same room. This should be specified in the risk assessment. Suitable emergency arrangements, such as immediate access to a first aid kit, must be made.

Hazardous Areas
In the case of laboratories, only authorised persons may enter hazardous areas. Authorised persons may include members of staff, technicians, student teachers or persons of equivalent status who are:

- Directly associated with the hazardous area;
- Familiar with the layout of the building;
- Familiar with any emergency procedure, and
- Permitted to work late or alone in respect of the preparation of the laboratories.

Hazardous tasks
Authorisation requirements for categories of work

<table>
<thead>
<tr>
<th>Risk Category</th>
<th>Authorisation Level</th>
<th>Format</th>
<th>Additional emergency procedures</th>
</tr>
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<tbody>
<tr>
<td>Low</td>
<td>None</td>
<td>Written or verbal</td>
<td>No</td>
</tr>
<tr>
<td>Medium</td>
<td>Line manager</td>
<td>Written only</td>
<td>Yes</td>
</tr>
<tr>
<td>High</td>
<td>Principal</td>
<td>Written only</td>
<td>Yes</td>
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APPENDIX 17: HEART OF ENGLAND SCHOOL: MINIBUS DRIVER POLICY

MINIBUS DRIVER POLICY

SCOPE OF THE POLICY

1. The policy applies to:
   1.1 All minibuses with up to 16 passenger seats used on School business.
   1.2 All persons who it is intended should drive such a minibus.

MANAGEMENT OF MINIBUSES

2. Heart of England School must nominate an individual as being responsible for all the arrangements relating to minibus use, including maintenance and the proper upkeep of the vehicles, the maintenance of drivers’ records, the checks contained in paragraph 7 and ensuring drivers’ assessment and re-assessment in accordance with school arrangements.

DRIVER TRAINING

3. All drivers must hold a full Category B (car) licence, and must have held this for at least two years. Employees who first obtained a Category B (car) licence after 1 January 1997 must additionally obtain Category D or D1 by passing a medical and the Passenger Carrying Vehicle (PCV) theory and practical driving tests. This also applies to all drivers with pre-1997 licences if they intend to drive a minibus anywhere outside the UK.

4. Prior to driving a minibus on School activities, a person must satisfy the School’s nominated representative of their competence. This can be either by achieving the required standard in an assessment carried out by the School’s nominated representative in respect of the criteria agreed, OR by producing their driving licence to show they have passed the PCV tests as in paragraph 3.

APPROVED ASSESSORS

5. The approved assessor may be either
   5.1. The internal workplace assessor and nominated representative
   5.2. An external driving school/organisation approved by the school’s workplace assessor.

AGE OF DRIVERS

6. The minimum legal age for driving minibuses is 21 years. There is no maximum age limit, but drivers aged 70 and over must renew their Category D1 entitlement by passing the medical examination required by DVLA.

MEDICAL FITNESS AND LICENCE CHECKS

7. Prior to the assessment and annually thereafter the nominated person referred to in paragraph 2 must:
   7.1. Be satisfied as to the medical fitness of the driver.
   7.2. Inspect the driver’s licence to ensure it is current, has the appropriate entitlement (category D1), noting any change in the issue number since the last inspection. If there are more than 3 penalty points currently in force the School’s Insurance Provider must be consulted.
   7.3. Retain a copy of the driving licence on file and require notification of any changes to it (e.g. addition of penalty points).
### APPENDIX 18: FIRE DRILL ASSEMBLY POINTS

Divisional Positions for lining up on the yard prior to a Full School Assembly / In Case of Fire

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<thead>
<tr>
<th>SPORTS HALL</th>
<th>LOWER TENNIS COURT</th>
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<tr>
<td></td>
<td>Martin Luther King</td>
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<td>HW</td>
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#### Divisional Positions:

**B** H
- **M** N
- **L** Y
- **S** A
- **R** B
- **T** H
- **R** O
- **C** F/LD
- **K** B
- **T** Y
- **D** O
- **R** R
- **P** W/RW
- **W** E

**Sixth Form**

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**Support Staff**

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<tr>
<td>Nelson Mandela</td>
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<th><strong>H</strong> C</th>
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<td>Rosa Parks</td>
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