LOVELY PRIMARY SCHOOL
Striving To Achieve The Best

Staying Healthy and Safe

Safety First

An information Booklet by Gladys Briggs
STL Level 3
This booklet aims to inform staff, parents, pupils, governors and visitors to Lovely Primary School about how we stay **Healthy and Safe** in our school.
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Factors We Consider When Planning a Healthy and Safe Indoor and Outdoor Environment

- **Space:** We ensure that the rooms have adequate space for children to easily move around. There are about 22 children in each class and the carpet area is just enough for them to sit down, listen to the teacher and may be have conversations or circle time. We would not expect the children to do a writing activity on the carpet as they would need space to keep their writing book and enough to place their arms in a writing position. So, we have created four groups of children in four writing areas with tables on them. The children feel more comfortable in their area and they have all the resources they need for writing on the writing table.

In the same vein, the children have enough space outdoors for development of gross motor skills and getting some fresh air.

- **Age:** We ensure that the activities, toys and equipment are appropriate for the age of the children. We don’t expect to leave children the age of 7-8 on their own in the kitchen doing a cooking activity as they are not old enough to protect themselves from the countless hazards in the kitchen.

- **Boundaries:** We must let the children know the boundaries they are allowed to play in and setting outside the boundaries should be secure. A fence can help you to supervise the children and keep unauthorized people out of the area. The Nursery area of our school is fenced off from the main school as the children are so young and it’s just more secure if they have their own space and adults can keep an eye on them.
How we Monitor and Maintain Health and Safety in our School

- Our school has a health and safety officer and he has the responsibility of making regular checks to ensure everything meets the recommended standard and if there are any problems, he alerts the head teacher who takes it up immediately.

- We all have to read the Health and Safety Policy of our school and follow the procedure in all our dealings within school.

- We are responsible for the safety of the children in our care so, we must risk assess every activity and ensure that the children’s safety takes priority.

- We liaise with the local authority to carry out all safety checks annually including electrical equipments and fire extinguishers.
How We Become Aware of Risks and Hazards

- **Signs or notices indicating a hazard e.g. icy floor**

  Look out for caution signs around our school. We use them to alert you about hazards that we haven’t been able to get rid of. May be wet floor, icy floor etc.

- **Reading the Health and Safety Policy**

  Our Health and Safety policy is available in the reception area and on our school website. You should get a copy of it and familiarise yourself with it. It contains the responsibility of governing body, head-teacher and the senior management team, the duties of the employees and employer and our Health and Safety Procedures.

- **During Induction**

  During your induction, you must have a training on Health and Safety procedures and what to do in case of Emergencies. We have a Health and Safety Induction Checklist and When induction training is completed, the relevant box(es) should be ticked. You should know where the fire exits are, the location of the fire alarm and how to raise the alarm in case of a fire, how to report an accident and location of first aid box etc.
Sources of Guidance for Planning our Healthy and Safe Environment and Services

Control of Substances Hazardous to Health  2004 (COSHH)

Using hazardous substances within schools can present hazards to both staff and pupils therefore control measures need to be put in place. Hazardous substance within school may include: flowers, bulbs, fruits and vegetables which may cause dermatitis; Wet working; paint; ink; glue; lubricant; detergent and beauty products

You should look out for symbols on different products to know how harmful they are and how to store them.

The COSHH regulations contain basic measures that employees must undertake in order to comply.

They include:
• Assessing the risk
• Deciding what precautions are needed
• Preventing or adequately controlling exposure
• Ensuring that control measures are used and maintained
• Monitoring the exposure
• Preparing plans and procedure to deal with accidents, incidents and emergencies
• Ensuring employees are properly informed trained and supervised
• Carrying out appropriate health checks

COSHH regulations are for all areas of the school not just the science lab and craft room.
Health and Safety (First Aid) Regulation 1981

This Regulations set out first aid provision in the workplace and require employers to provide adequate and appropriate equipment and facilities.

When assessing first aid needs, it is recommended that the likely risk to pupils and visitors as well as staff are included, taking into account: the size of the school, the health and disability needs of the pupils, any specific hazards, the school premises and location; and considering the full range of both on-site and off-site activities.

Schools must have a room appropriate and readily available for caring for sick or injured pupils, containing a wash basin and reasonably near to a WC.

Schools should keep records of any first aid treatment given by first-aiders or appointed persons.
The Fire Precautions (Workplace) Regulations 1997 as amended state that premises with over 5 workers must have a written fire risk assessment detailing the appropriate fire safety work required, though some premises can be exempt. Following the fire risk assessment the employer must provide:

- Emergency exit routes and doors;
- The final emergency exit doors must open outwards and not be sliding or revolving;
- Emergency lighting to cover the exit routes where necessary; Fire-fighting equipment, fire alarms and where necessary fire detectors.
- Fire Exit signs, fire alarms and fire fighting equipment must be provided with pictograph signs - Health and Safety (Safety Signs & Signals) Regulations 1996.

All equipment and facilities should be regularly maintained and faults rectified as soon as possible. Defects and repairs must be recorded. If employers intentionally or recklessly fail to comply they will be guilty of an offence.
How we implement Health and Safety in our School (First Aid)

- Our first aid kit is located in the staff room and is marked with a white cross on a green background.

- The member of staff responsible for first aid is Mrs. Safety and she is to check the contents of the kit regularly and ensure that we do not run out of supply.

- All staff first aid training must be carried out at least once every three years.

- Whenever there is an accident, an Accident Report Form must be filled in by the staff dealing with the accident and filed in the accident report file located in our staffroom. It must include time; date; location and details of the accident.
How we implement Health and Safety in our School (Fire Safety)

- We carry out fire drills once every term and test our fire alarms once every week.
- We keep record of tests carried out in the filing cabinet.
- Staff and pupils must know all the available exits in the event of a fire and an assembly point.
- All staff must know where the alarm points are and the location of the fire extinguishers and blankets as well as how to use them.
- Our evacuation procedure is as follows:
  - Sound the fire alarm
  - Evacuate the building
  - Call the fire service
  - Assemble at the assembly point
  - Take a roll call to ensure everyone is out of the building
How we implement Health and Safety in our School (Off Site Activities)

- We always take a first aid kit with us on any off site trips along with individual pupils medication including inhalers, epipens etc.

- During off site visits we follow our risk management procedure which includes carrying out risk assessment of the trip and safety measures.

- The ratio of adult to children must be at least 1:6 and children must know which adult is accompanying them before they leave school.
The Importance of a Balanced Approach to Risk Management in our School

**Balanced Approach**
A balanced approach in risk management means that children and young people are encouraged to take risk without being in direct danger. They are able to have life experiences which they need to survive and stay safe at the same time.

**Why it is important**
If they are encouraged to take risks, then when they become adults, they will be able to assess and manage risks on their own.

If they are supported and supervised within school to take risks, they will be able to make decisions for themselves and become independent.

They will be stimulated to learn about handling different challenging situations. They will think about the risks and how they can avoid them. They will be able to handle transitions in life situations because they are already used to trying, falling, rising, attempting, success, failure etc.
The dilemma between the rights/choices of children and young people and health and safety requirements

As humans children are very adventurous. They want to explore and make their own choices. Also, under the United Nations Convention on the rights of the child (UNCRC), children have a right to make their own decisions, so we have to let them make decisions, take risks, try different activities.

Likewise, we have a duty of care to ensure that children in our care don’t get harmed or injured. As much as we want our children to make their own choices and enjoy their rights, if these choices will cause danger or harm to them, then we have to step in and ensure that their safety takes priority.

Since the placement of Health and Safety requirements, we have seen indoor and outdoor toys including swings and see-saws disappear from the playground in school because a lot of them do not meet the Health and Safety standards even though children had great fun with them.

We had some lovely tree houses which the children used to climb up to, to get some quiet time, maybe for reading. The Health and Safety Executive ordered for them to be taken down as they posed a very high risk which may lead to fatality. The stairs were not sturdy, so children could fall down. We knew they were right in taking them down. Even though they looked lovely and the children loved them, we were happy to let them go because the priority is staying alive and safe.
Supporting children and young people to assess and manage risk

A pair of scissors is always a handy tool in the classroom for making, creating, cutting and developing children’s creativity. They can also pose a high risk to the safety of the child as they are very sharp and children most times only see the fun side of things. They never think about the danger.

But children definitely need to know how to handle scissors because it is a tool that they will be using for the rest of their lives. The sooner they master using it, the easier it is for them to get on with all the wonderful things they can do with a pair scissors.

In my year 2 class, we have child safe scissors which is going to give them the skill they need for their age without the high risk factor. The tips are rounded rather than pointy. They can only cut certain types of paper. Although we have scissors for adults in the class as well, they are stored away on a high cupboard where the children cannot reach them.

Even though the scissors we use in the class are child safe, they are still scissors, still sharp and could still cut a child if they are used wrongly.

So, we educate the children on how to use them safely (precaution). We let them know that scissors are sharp and should be used to cut paper only not for their hair or reading books or uniforms or any part of their body. They must cut when sitting on the table and must not run around using scissors. They should be stored downwards in the scissors box.

If they ever walk with scissors on their hands, they must hold them correctly. Grasp them by holding the handles with the blades facing the floor.

By following these simple rules they will build their confidence on handling scissors and will know how to handle a pair of scissors in a safe way.
Policies and Procedures in response to:

**Accidents:** The first aider administers first aid if there is a minor accident in school and calls for assistance if required.

**Incidents:** We provide immediate action to safeguard pupils and staff – roll call as with fire drill procedure. We then carry out a risk assessment to ascertain what needs to be done in relation to the particular incident.

**Injuries:** If bleeding occurs, the first aider will put on latex gloves and disposable apron and try to stop the bleeding by applying pressure to the wound whilst trying to keep the person calm. Ambulance will be called if required.

**Signs of Illness:** Our staff are not allowed to administer pills, medicines or drops. Parents are advised to come in and give medicines. If children are unwell, parents are advised to telephone school by 9.30am on the first day of sickness.

**Emergencies:**
- When the alarm goes off everyone must leave by the nearest fire exit.
- Do not delay your exit to collect belongings.
- Close windows and doors behind you
- Go immediately to the assembly area and ensure that you are accounted for
- Do not re-enter the building until the all-clear is given
Policies and Procedures

Accidents and injuries: We have an accident form which must be completed and filed in the folder in our first aid room. It contains information about the accident including time, date and details.

Incidents: We record it in our incident report form and stored in a folder in the staff room.

Signs of Illness: If pupils are unwell and parents call in before 9.30 then the reason for child’s absence will be recorded electronically on the register, stating the exact illness.

Emergencies: We have to dial emergency number if it’s a fire and fill the fire incident report form after things have settled. The staff in charge of health and safety has to fill this up and write a follow up action.

Note that our Health and Safety forms are included in the annex of this booklet. The information from these forms are used in policy review, reference and evidence.
References

Fire Precautions Workplace Requirements available at:
http://www.fsiuk.co.uk/fire_precautions_workplace_regs.htm
[Accessed:14/02/13]

Health and Safety Induction Checklist available at
[Accessed:14/02/13]

An Overview of COSHH available at:
http://www.virtual-college.co.uk/products/coshh.aspx
[Accessed:17/02/13]


Karmen, T (2011) *Teaching Assistant’s Handbook Level 3* Oxon: Hodder

Safety Rules for Using Scissors available at
[Accessed:24/02/13]
LOVELY PRIMARY SCHOOL

ACCIDENT REPORT FORM

September 2012 – July 2013

Child’s Name:................................................
Child’s Class:................................................
Time of Accident:...........................................
Date of Accident:...........................................
Location of Accident:......................................

Accident Details (including cause and nature of accident):

Staff Member dealing with accident:.................................

Completed accident report must be files in the accident file located in our first aid room

Parent/Carer’s signature:.........................................
Date:..........................................................
LOVELY PRIMARY SCHOOL
INCIDENT REPORT FORM

Child’s Name:  
Child’s Class:  

Time of incident:  
Date of Accident: 

Location of Accident: 

Incident description: 

Teacher communication mode (Please circle):
Educate  Counsel  Coach  Confront 

Type of Behaviour:  

Bullying  Harassment  Teasing 

Consequence: 

Time out seat:__________________(Length of time) 

Area exclusion:__________________ Exclusion: 

Behaviour

- □ Body  - □ Extortion  - □ Physical  - □ Damage to property 
- □ Gesture  - □ Psychological  - □ Exclusion  - □ Littering 
- □ Verbal  - □ Racial  - □ Written  - □ Non-cooperation 

Striving to achieve the best
Fire and rescue was called on ..................(date)

At ..................(time)

when activated in ........................................................................

At ..................................................................................

**The cause of the activation was deemed to be:**

- [ ] Fire
- [ ] Faulty Detector
- [ ] False Alarm
- [ ] Malicious Alarm Activation
- [ ] other (give details below)

If Actual fire, give account of incident

Name:                      Sign:

Follow up Action:

